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OF THE UNITED STATES

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of the National Education Association may
be found by consulting the Education Index.*

FOREWORD

THIS BOOK comprises the eightieth annual volume of *Addresses and Proceedings* of the National Education Association of the United States. It contains a record of the meetings and activities of the Association and its departments, committees, commissions, and councils during 1941-42.

Because of wartime conditions this edition of the *Addresses and Proceedings* is smaller than in previous years. The reduction is accounted for largely in the handling of departmental materials. The cooperation of officers of departments in making this adjustment is greatly appreciated.

This volume will be a valuable record of the part that our Association and education had in the first year of the Global War.

WILLARD E. GIVENS

Executive Secretary

The work on this volume, including the gathering of materials, editing, abstracting, proofreading, and makeup, has been done in the Editorial Service Unit of the Division of Publications under the general direction of Lyle W. Ashby and in the immediate charge of Marjorie E. Starr, with the assistance of Katherine Lichliter and Virginia Tyler.

JOY ELMER MORGAN, *Director*
Division of Publications

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VESPER SERVICE

TRIBUTE TO ALL DEPARTED MEMBERS

FRANK S. WHITE, STATE TEACHERS COLLEGE, FAIRMONT, W. VA.; AND
CHAIRMAN, COMMITTEE ON NECROLOGY

IT IS THE LAW OF LIFE that men must come and men must go, but great ideals and noble deeds abide in the influence which good men and women leave after them. Our profession of teaching—always rich in the finer qualities of character—has this year noted the passing of many men and women who have served long and faithfully our schools, our nation, and humanity. Four have been taken who have held posts of official responsibility in the National Education Association:

Jesse Homer Newlon, president of the NEA 1924-25, teacher, principal, superintendent, champion of democratic ideals, head of the Denver schools 1920-27, and from then till his death professor of education at Teachers College, Columbia University, died on September 1, 1941.

William B. Jack, NEA state director for Maine and for many years superintendent of schools in Portland, Maine, educational and civic leader, died on January 8, 1942.

Francis G. Blair, president of the NEA 1926-27, for twenty-eight years state superintendent of public instruction in Illinois until his retirement in 1935, orator, poet, statesman, died on January 27, 1942.

Ben G. Graham, member of the Executive Committee of the NEA Legislative Commission; president of the American Association of School Administrators 1939-40; superintendent of Pittsburgh, Pennsylvania, schools since 1930; chairman of the American Council on Education; outstanding citizen and educational leader, died on March 20, 1942.

The sacrificial lives of these members are typical of the many men and women who have helped to build into the structure of our Association the strength which we all cherish. To their memory and to the memory of all our members who have gone to their reward during the past year, we bring our tribute and our pledge to carry on the great cause for which they poured out their full measure of devotion. And in remembrance of their deeds and their lives we bow our heads in a moment of silent gratitude and prayer.

WHAT MAY A MODERN PERSON BELIEVE?

E. STANLEY JONES, EVANGELIST-AT-LARGE FOR THE NORTH INDIA ANNUAL
CONFERENCE, NEW YORK, N. Y.

It is indicative of the age when we pause on the threshold of this great conference to consider what a modern person may believe. There was the time when men thought that education had little or nothing to do with that—that what a person believed was a private matter which must be settled in the inner depths of a man's being alone. Now we know that that

is not true. It matters much, both to the individual and to society, what we believe, for the creed of today becomes the deed of tomorrow. It is a law of the mind that you cannot have an idea in the mind without its passing into act. Things lying within the mind, if you hold them there long enough, will be bound to pass over into action. It matters much what a man believes, because that will determine what he will be doing.

Somebody has defined education as change, and I suppose one of the symptoms of that definition is the fact that we are recognizing that education now takes in the whole person. There was a time when we tried to compartmentalize life, handing the body over to the doctor, the mind to the teacher, and the soul to the minister. We cannot do that any more. Life is a unit and no part can be affected without the results passing straight into the other parts. We must deal with life as a unit. It matters then much what you believe. The end of an education is not what you know but what you love. We were thinking in terms of opinions and facts rather than transformation of life, and now we begin to see the shallowness of that conception. Disaster ensued. The modern man is feeling out for faith, and, I believe, that the modern educator is feeling for faith that can be imparted to the student.

I once said to a group of students: "You have everything. You are two inches taller than my generation. You are better informed, more honest. You are the finest generation of youth that we have had. You have everything except one thing: you have no Cause." A student jumped up and said: "We have a Cause. We want to succeed." The tragedy of that was that he thought to succeed was a Cause. He not only did not have a Cause, but he did not know a Cause when he saw it. He thought that success in terms of personal accumulation was a Cause.

We must face the fact that we must give our young people a Cause, something they can live for and die for. Do we have anything? Is the universe meaningful? Is there a plan and purpose? The modern man would like to have a faith. He has outgrown that attitude of a decade or so ago when the modern man thought he could sneer at everything. He had "three sneers for everything and three cheers for nothing." He lived by a "no," a denial. Then he began to see that that was a poor way to live. You cannot live by "no"; you must live by "yes." Life is not a negation; it is an affirmation. The future of the world is in the hands of believers. The nonbelievers cannot act. They are suffering from the paralysis of analysis. "The centipede was happy quite, until the frog, for fun, asked, 'Which leg comes after which?' It raised his mind to such a pitch that he lay helpless in a ditch, considering how to run." We talk about psychoanalysis; that is good, but not good enough. We must get psychosynthesis. It is not enough to take life to pieces; you must put it together again. The modern man is in search of the faith. He recognizes that if he loses his sky he loses his earth. You cannot believe in man unless you believe in something more than man, something that gives meaning and worthwhileness to life. Someone has defined an atheist as one who has no invisible means of support. Life is meaningless.

There was a time we could easily say that history is His story, the story of the working out of the purpose of God. But now we wonder. Is history His story? Is there any meaning to history? Is not the universe indifferent to your virtue and your vice? Is it not sensitive only to might? Is the universe morally indifferent?

Let Charles Beard, the historian, answer. When asked what lessons he had learned from history, he replied: "I have learned four lessons. First, when it gets darkest, the stars come out. Second, when a bee steals from a flower it also fertilizes it." We stole away the rights of the Negroes and made them slaves, and only succeeded in starting them on the most amazing progress of any people in history. The Japanese will try to enslave China, but the probabilities are that they will stimulate China into unity and amazing progress. "Third, Whom the gods would destroy they first make mad with power. Fourth, Tho the mills of God grind slowly, yet they grind exceeding small." God has the last word, whoever has the intermediate word. The laws of God are color blind, and class blind, and race blind, and religion blind. Break them and they break you. So history is still His story, and God has the last word no matter who has the intermediate word.

But the modern man often feels that religion is beautiful but idealistic. It may work in some other world but not in this one. It is idealism and not realism, and therefore modern man turns away from religion as impractical and unworkable. If so, then I cannot give myself to it, for what is not universal is not true. If the Christian way will not work now, I wonder when it will work. The modern man is puzzled about whether the thing is realistic.

My quest for the Kingdom of God as realism began in rather a dramatic way in Russia. A Russian actress said to me: "I suppose you are a religious man." When I told her I was she went on: "You are religious because you are weak. You want somebody to hold your hand." And she took my hand to show me what she meant, which was not so bad. She continued: "You want God to hold your hand. You want comfort," to which I replied: "I think you are wrong. I want religion as adequacy, as power to live by—power to live in spite of, when we can't live on account of." Seeing she was on the wrong track, she asked, "I suppose you are an idealist?" to which I unhesitatingly replied, "I suppose I am." "Oh," she rejoined, "I am a realist," and dismissed me with a wave of the hand. Communism was realism. Christianity was idealism. It set me furiously to thinking, and I began a quest for the Kingdom of God as realism. I have emerged with the conviction that if I am to follow Christ I must be a realist and not an idealist, for He was a stark realist—a realism so far ahead of us that we think it idealism.

A great surgeon said to me: "I have discovered the Kingdom at the end of my scalpel. It is in the tissues." The right thing morally is always the healthy thing physically. I quoted that statement once in a meeting, and a leading economist came up and said, "I would put it this way: the right thing morally is always the healthy thing economically." A sociologist added, "The right thing morally is always the healthy thing sociologically." And

John Hay, a great statesman, said, "After trying the various ways for nations to get along with each other, I am convinced that the application of the rule of loving your neighbor as yourself is the only way for nations to get along with each other." Then down from the international thru the sociological and economic into the physical, mental, and spiritual—all down the line the right thing morally is always the healthy thing. It is something written in the constitution of things, therefore inescapable. There is a way to live, and that is God's way; and that way is written into you and me and not merely written in the Bible. We are discovering that the Christian way is the natural way, the way that is stamped into our being. The laws of your being are not other than the laws of God; they *are* the laws of God, written into flesh and blood and nerve tissue.

The psychologists are beginning to discover that there is a way that human nature works and a way it does not work. They are finding that there are probably five things which throw disruptions into human living: first, a sense of meaninglessness; second, self-centeredness; third, resentment, anger, and hate; fourth, fear, worry, and anxiety; and fifth, a sense of unresolved guilt.

Take the first. If your universe is not meaningful and is without purpose, then life breaks down under it. Dr. Jung says that of the people who come to him after thirty years of age with nervous breakdowns practically all of them have come to this condition because of a loss of faith; and they cannot get back their health until they regain a faith. Dr. Sadler, the psychiatrist, says that he will not treat a person who has not a faith in God. They have nothing to tie to. We know now that if you lose God you lose the meaning out of life. If you lose your sky, you lose your earth.

Second, if you lose God you probably make yourself God and become egocentric. If so, what happens? Every self-centered person is a self-disrupted person. Center yourself on yourself and you will not like yourself. The self-centered do as they like and then they do not like what they do. They run against that wall deeply embedded in the universe, "He that saveth his life shall lose it and he that loseth his life shall find it." Somebody asked Professor Kilpatrick what was the greatest discovery of modern education, and he replied, "The greatest discovery of modern education is that he that saveth his life shall lose it and he that loseth his life for some great cause will find it again." No, Professor Kilpatrick, that is not a discovery; it is a rediscovery, for five times Jesus used that sentence. This law is as deeply written in our moral universe as the law of gravitation is written into our material universe.

Third, does it matter whether you live by goodwill or ill-will? We now know that ill-will and hate are disruptive, and goodwill and love are constructive. A man was shot thru the stomach and when the wound healed an aperture was left open so they could see the process of digestion taking place. When he was in a good humor, digestion was normal. But the moment he became angry, the color of the stomach would change, the gastric juices would cease to flow, and digestion would be at an end. Dr. Cannon of Harvard brought this up to date by feeding a dog sham feeding. While the

dog was feeding, a cat would be brought into his presence. The dog would fly into a temper at the sight of the cat. The contents of the dog's stomach would be examined and they would find that digestion was at an end. Then they would teach the dog to like the cat, and then when they brought the cat into the presence of the dog when he was feeding, digestion would be normal.

We know now that anger and resentments will create stomach ulcers. In other words, you have a Christian stomach. A lady told me that she lived with a son-in-law for five years under tension. At the end of those years she had arthritis and he had a stomach ulcer. They separated and they both got well. Every organ in your body works better with love and goodwill than with hate; in its inner structure it is made to work that way.

Some doctors have told us that there was a physical basis for morality; that the secretions of the glands determine character. But the opposite is also true: the character determines the secretions of the glands. I asked a doctor whether, if a person lived in a truly Christian way, his glands would not secrete harmoniously, and he replied that they would secrete perfectly. The conclusion that we must come to is that we have Christian glands. Live in a Christian way, they will work normally; in an un-Christian way and they will be upset.

Fourth, does it matter whether you live by confidence and faith or by worry, anxiety, and fear? It matters much. Fear and worry are two of the most disruptive things that can come into your life. Some doctors put some rats in a glass cage, fed them the best food and all the vitamins, but on the other side of a panel they put a cat. The rats lived under the fear of the cat. They never grew. They remained stunted little things. On the other hand, they put similar rats in a similar cage and fed them the same food and all the vitamins, but this time without the cat. They grew normally. It was no mere idealism, then, when Jesus kept saying, "Don't be afraid; have faith in God." It was something inherently necessary for human nature. We are made for faith and confidence and not for fear and worry. When Jesus said, "Be not anxious for the morrow; sufficient unto the day is the evil thereof," he was lifting up a law written into the constitution of things. Meet today today and then tomorrow will take care of itself. If you telescope the troubles of tomorrow plus those of yesterday and put them into today, you will break today. Worry is the advance interest that we pay on tomorrow's troubles; and many people go bankrupt paying interest on troubles that never come. To meet today with confidence and faith is the healthy way to live.

Fifth, unresolved guilt causes disruption in the human spirit. We used to say that if you had guilt it would send you into hell. Now we know that here and now it sends us into neuroses and a split personality, a house divided against itself. We are made in the inner structure of our being for reconciliation with God, ourselves, and others.

The conclusion that we must come to is that the teachings of Jesus are stark realism. He was simply lifting up the laws that underlie life—laws which you do not break but upon which you break yourself.

But the modern man has difficulty in another area in his life. He wonders if there is not a clash between science and religion and whether science cannot give a complete answer to life. But we know now that the conflict between science and religion is an unreal conflict. Their areas are different. Science has reference to that which can be weighed and measured. Religion has reference to that which can be evaluated. Science has reference to the quantitative aspect of life and religion to the qualitative. Science comes to a mother's tear and explains it in terms of the physical tear—so much water, so much mucus, and so much salt. That, according to science, is a mother's tear. But the young person who has seen a tear upon his or her mother's cheek when about to leave home knows that there is something more than water, mucus, and salt: that there is love, goodwill, intelligent interest, using the physical structure of the tear. Religion would evaluate these imponderable values. It would therefore take both the answer of science and that of religion to give an adequate answer to the meaning of a mother's tear. Somebody has defined a violin solo as the scraping of a horse's tail upon the guts of a dead cat. Scientifically speaking, that is true. But the violinist would probably object; for there are ideas, emotions, longings, purposes, using the physical structure of the violin. Religion would take those imponderable values and evaluate them. It would therefore take the answer both of science and of religion to give the answer to the meaning of the violin solo. It is clear now for the modern man. Science has reference to the quantitative aspect of life and religion to the qualitative.

While that clarification may help us, it leaves us with a sense of inadequacy. Science on one side and religion on the other leaves us with a multi-verse instead of a universe. Can these two come together? I think they can, for each needs the other. Science needs religion and religion needs science. Science is power. But it does not tell us how to use that power. The powers of science are morally neutral; they are neither moral nor immoral but amoral. Everything depends upon what is behind the powers of science. The powers of science can be used for purposes of reconstruction or for purposes of ruin. A man was expatiating upon the wonders of science in a cathedral in Europe. He looked up, saw a shell hole in the roof, pointed to it, and said, "This also is science." We need a new spirit behind the powers of science. Give us two things and we can remake the world: the technics of science with the spirit of living religion—love to God and love to man—behind those technics to direct them to the reconstruction of humanity. Science alone cannot change the world, nor religion alone; but together they could. My generation has failed to put these two together. It may be that the rising generation will be able to put them together. If so, they have the greatest task that has ever been entrusted to a group of young people—the greatest task and the most glorious opportunity ever opened up before a group of young people. You as the teachers of that younger generation have the glorious possibility of helping them to do what my generation failed to do.

But if science needs religion, religion needs science. Religion can give to science a new spirit; science can give to religion a new method—the

method of experimentation leading to verified knowledge. Can religion take this method and apply it to the realm of value as science applies it to the realm of that which can be weighed and measured? If the answer is that this is impossible, since science deals with verified knowledge and religion deals with faith, then the reply is that if by faith you mean credulity, then of course they are at cross purposes, for credulity is blind. Credulity shuts its eyes and says, "It is written; ask no further questions." But faith is open-eyed, frank, explorative. Faith says, "I cannot see everything, but I see enough to launch out on." All life uses faith; science uses it. Pasteur, the great scientist, said that faith is the bridge which bridges between the known and the unknown. Since all life has to use faith, then we ask that men take it and apply it to the highest realm—the realm of value. Can we take this method of experimental faith and experiment and find verified knowledge? I think we can. Christ did not meet people with a creed, saying "Believe that or be damned." He quietly said to men, "Follow me." They followed Him without coercion of mind and their conclusions were the result of verified knowledge in the realm of value.

The method of science is a fivefold method: the statement of the problem, the picking out of the highest hypothesis to meet that problem, experimenting with that hypothesis, verification of the hypothesis on a wide scale, and humbly and simply announcing verified results. When we apply this to the realm of value, the first step is the statement of the problem. The problem is how to live in a universe which is apparently a moral universe, a universe that takes sides, where we do not break God's laws but where we break ourselves upon them. We must pick out the highest hypothesis to meet that problem of living. I scan the horizon to find my best bet. I fasten upon Christ as the highest value I know. If there is moral value it is here. He claims to be a Saviour. There is only one way to find out whether that is true. It cannot be settled by argument but by experimentation. If He is a Saviour, He will save me now. What from? Hell? I am not interested in those questions now. I want to be saved from gloom and despair, meaninglessness, purposelessness, the tyranny of myself and my passions. I test Christ. I find that He is a Saviour now from these very things. He verifies Himself in the realm of value. This is not credulity but verified knowledge. It works to the degree that I work it.

I was in an airplane trying to get down into St. Louis. The ceiling was so low we could not get under. So we circled over the clouds for two hours, vainly trying to land. Finally the pilot gave up and announced he was going to try to get to Kansas City. We started, but whether on account of shortage of gas or whether the ground force urged him to come back we do not know; but he tried again and this time got under, but just did make it, for the people anxiously waiting for us at the airport said they did not see the plane until it dashed out of the clouds straight upon the runway. While circling over those clouds for two hours we had time to think. If this plane would not land safely, I said to myself, "I must write down a life conclusion," and did. I wrote something like this: "Give me back my choices to make over again and I would make them as I

have made them, with this proviso that where I have been untrue I would be true. Life to me has been one long verification of its central hypothesis. 'This way works.'—and I signed my name to it.

This great teachers' convention has the possibility of not merely imparting information to the younger generation but transformation. If you can impart the level of life where the great decisions of life are being made, that is, at the place of the will and the affections, then you are laying the foundations of a civilization that will endure the shock of the future. Without that, the civilization that we are building up will go down like a house of cards. For the whole of the outer structure of life rests upon that imponderable thing called character. If the character breaks, the confidence breaks; if the confidence breaks, the country breaks. The greatest living power for the remaking of character and the sustaining of character is the life and teachings of Jesus Christ.

FIRST GENERAL SESSION

GREETINGS

Greetings were extended to the convention by the Honorable Ralph L. Carr, governor of Colorado; the Honorable Benjamin F. Stapleton, mayor of Denver; the Honorable Inez Johnson Lewis, state superintendent of public instruction; and the Honorable Charles E. Greene, superintendent of schools, Denver.

RESPONSE

KATY V. ANTHONY, PRESIDENT, DEPARTMENT OF CLASSROOM TEACHERS
OF THE NEA; AND TEACHER, BINFORD JUNIOR HIGH SCHOOL,
RICHMOND, VA.

I feel honored to have the privilege of responding to the cordial greetings extended to the president of the Department of Classroom Teachers of the National Education Association.

Born and reared in the state of Virginia, which is noted for its southern hospitality, I must confess that our Virginia hospitality is a tradition in comparison with the genuine hospitality, in the feeling of "Make yourself at home; and just let us know if we can do anything to make your stay in Denver more interesting and enjoyable," as expressed by our hostess city.

I am happy to be here in the beautiful city of Denver among its fine people.

Two things make me glad and proud in these crucial times. One is that I am a classroom teacher. I only wish that I were just starting on my career as a teacher of the boys and girls of today—these boys and girls who will be our leaders of tomorrow. It is our privilege as well as our duty to train these boys and girls to be democratic citizens in a changed world.

The second thing that makes me glad this morning is that classroom teachers are really doing something besides just teaching subjectmatter.

There is a friendly feeling of cooperation between the teacher and student and this friendly feeling develops into real teamwork.

Some of us might underestimate our own value, but our superintendents and principals value us more highly today than they did a year ago. Our participation in registration and in the sugar rationing proved to them that we can do well and effectively our part in helping to win this war as well as we can teach school.

Next to our boys fighting at the front, we teachers come second, and we are going to do better teaching, keep our boys and girls happy and cheerful, and preserve our own sense of humor as well as our sympathetic feeling for them.

In closing, I want to quote a wish which was printed in the *Seattle Teachers Bulletin*. The lines express my wish for every classroom teacher:

1942

What do I wish for my friends
In this coming year?
Strength for the darkest hour,
Wisdom, and grace, without fear,
Grace to subdue all vainglory,
Courage to meet each day's woes;
Joy in the home and in friendships,
Tolerance for even our foes;
Visions of widening horizons,
Mountain-top humbleness, too;
Honor, and righteous endeavor,
And the will to aid all to be true.
For most of us need one another,
And though at times we may fail,
Let us this year shun the ignoble,
And together remember The Grail.

—MAE MACLEAN.

PRESIDENT'S MESSAGE

MYRTLE HOOPER DAHL, PRESIDENT OF THE ASSOCIATION

This has been a year of experience, a year of work, and a very happy year. I am pleased to see the board of education from Denver present. I want to tell you that the board of education from Minneapolis has attended the National Education Association meetings for many years. I am not sure I am correct in making the statement but I believe there is at least one member of the board of education from Minneapolis, and I would not be surprised if there were five, in this audience. At least they expected to come. If trains are running and we have not been attacked by the Japs, I am sure they are here. I wish to pay my tribute to the Minneapolis Board of Education. This year, without my asking for it, they granted me a year's leave of absence with salary and furnished a substitute that I might do the work of the Association. I am grateful to them and I know that I shall be

a better teacher after this year's contacts with the fine educators of the nation.

When I think of teachers, I like to think of us all, whether we are administrators or whether we are members of the board of education, whether we are directly working with the children or whether we are the parents of the nation.

We have with us Mrs. William Kletzer, president of the National Congress of Parents and Teachers. That group is working closely with us since they realize that parents and teachers constitute those closest to the children. As I have gone over the country and watched the work of the PTA, I have found more and more cooperation among our groups and more unity of thinking.

You are the NEA family and you have a right to know some of the things that the folks you selected to work for you have been trying to do. Every day that I have been here things have happened about which I want to tell you. I shall first tell you a few things that our Association has been trying to do to show you that it has thought of itself as a service association.

Our headquarters in Washington, with its seven floors, has a staff of over two hundred people. This staff has been working full time that your work, wherever you may be, might be a little easier, and that you might know you had some place to turn for any help you sought. That we might be ready and alert when needed has been the one ambition of the group that has been working for you this year.

Up to December we thought we had a program and that we knew what we were going to do next. We woke up December 8 and realized that everything had changed. We had been thrown into a new situation. We had to plan quickly for the defense of education. We started to revamp and re-plan. One of your greatest committees, the Educational Policies Commission, immediately called a meeting the last week of January to be held in New York City. It started work on a statement that it might send to the teachers, as to what education's place should be in this war situation. I know that many of you have seen that statement, *Education in Wartime*. I cannot speak too highly of the work of the Commission comprised of a group of educators that has given serious thought to the policies we have to make in these times.

We realized at once that we were going to have a large legislative program coming to the front. Therefore, we set up our plans at the beginning of the year. When you get the printed report of the committees, turn to that part that was written by Howard Dawson, secretary of the Legislative Commission.

Briefly, to outline the legislative program to which we pledged the Association up to December 7, and which had to be carried thru in addition to the things we had to do for the war, was first, the federal aid bill which is reviewed in your reports. It is Senate File 1313. I have seen in an editorial since I have been here and I have heard people say that it is utterly impossible to get federal aid without some string attached to it. Well, we are constantly getting federal aid for many things. Is it not strange to you

that we are able to get federal aid for building buildings and digging ditches, but federal aid for education carries a string? That is not true. We can have federal aid for schools. We must have federal aid. You have seen the fine booklets that the Research Division, together with the Legislative Commission, has been sending out over the country. It has graphs and diagrams showing where many of the states are giving support to education to the highest of their ability, and yet these same states with the largest school population cannot finance their schools without federal support. Those pictures and graphs speak for themselves. If you have not seen them, send to our national headquarters for them. See whether it is necessary that we have federal aid for education!

I am interested when I hear the Army say that there are over a million men being inducted into the service, that several hundred thousand men have to sign their name with an "X," that there are a number that cannot read or interpret a single sentence. Their officers come to the teachers of the nation and say, "You must do this basic work for us." That is logical. We have the trained personnel and the equipment. We can do it more economically than either the Army or the Navy. This basic instruction must also be done for draftees beyond the age of twenty. Yes, we have offered our services but the government must help us finance it. Teaching is a definite part of the defense program and must be financed as such.

I think we as teachers should be able to state our cause more emphatically, namely, that we are talking about a defense industry when we talk of education. As a member of the Army told us the other day, a soldier today must be a specialist. A soldier today is not like the soldier in the First World War. The guns that are used today are more intricate than the guns used in the other world war. The soldier must know how to read and follow directions; he must be trained; and he must have at least a year of college training. We want to give them this training. We know it is definitely our job.

Industry is saying, "We must have workers for industry." Our answer is, "We have the people for industry if industry will come to the aid of education and adequately finance it so we may adequately equip the people it needs." We have been telling the Army, Navy, and industry this for years. The teachers of the nation have been offering their services, but we must have financial assistance. Again I say education is a part of the defense program.

Sitting in the classrooms of the nation are people who are going out into the armed forces and must be equipped, and the boys and girls who a few years from now are going to sit around the peace tables making the terms of that peace. Education is the one great industry which must think not only of winning the war (and that is first, because if we do not win the war, we do not need any of our schools) but plan for the peace that is to follow. We are going to win the war, but education cannot stop there because with us are the youth who are going to have to think the peace that will preserve forever what we believe to be the greatest form of living, the American way.

So ours is a two-headed project; we are going to work for defense if we are permitted to, and we are going to work for the peace that follows by instilling in the hearts and minds of American youth the ideals for which we are fighting.

Sometimes I read things that I have wished I had written. When I think of education as a great defense project that goes hand in hand with all the other defense projects, I am reminded of an article some of you have heard me read. It was written by Frances Jelinek, president of the Milwaukee Teachers Association. This is her interpretation of schools in the crisis:

I am the biggest defense industry in the country.

I employ 1,050,000 workers.

I require 880,000 executives.

I run 275,350 plants.

I have 28,041,000 units in the making.

I will turn out 1,450,000 units this year.

What are these units I work on?

They are the defense workers; the soldiers, sailors, air men, marines; professional men and women; the politicians; the diplomats; the cabinet; the President; all the ordinary people; all the wonderful people; the old, the middle-aged, the young—all have gone thru my hands.

The young! I am working on them now! The young for whom the struggle is waged, whose future is at stake. Yes, they are in my hands.

I am the school.

Let no traitor poison the well-spring of our national life.

Let no appeaser deny the urgency of my need.

Let no saboteur curtail the essential service I must render.

You say I am not among the priorities?

I am the priority.

That expresses my feeling of the place of the school in this great defense planning.

The Educational Policies Commission has been giving its time and thought to what all education must be doing. It has made out a list of priorities for our program for winning this war.

I would like to say that while the boards of education are laboring and planning, while the teachers on the staff are trying, we have the peculiar situation of the Army and Navy defense people calling on us to do more and more, and while at the same time they are doing this, they are taking out of our schools the only people who can do the jobs. We find great vocational schools shut down because they are taking out the vocational industrial teachers. We must have the teachers! We are making a plea to them to leave these teachers in the schools. We have to have them to do the service needed. Let us have our social science people, our chemists, our physicists, our mathematicians. We must have them in order to make it possible to train the personnel needed for industry and for defense. They must think of education in the terms of a national defense activity.

Your national Association, with its staff in Washington, has to be on guard twenty-four hours a day to keep up with the Congress at Washington; with committees that have to think quickly, that have to act effectively in an emergency, that it may present the fact that education must not be forgotten in planning for the national defense.

The second objective we set out to accomplish is the amending of the Hatch Act. We have people fighting for democracy, and yet unintentionally we find the educators of the country placed under an act of Congress which takes from them, as citizens of a community, the right to participate in the affairs of the country in any way. The amendment has been voted out of committee and is now on the floor of the House. This amendment was a plank in the platform of the Legislative Commission, but because the program was too heavy that section was turned over to our Commission for the Defense of Democracy thru Education of which Alonzo Myers is chairman and Donald DuShane is secretary.

The third point of the program was the Wagner Act which would attempt to place teachers under social security. The national Association has felt strongly that we must be on guard that where there are good, strong retirement laws nothing shall harm them. However, it must send help to all the states that do not have retirement laws. After these states have made every effort to pass such a law and providing the teachers of that state think they want to be protected by the Wagner Act, we will give them every assistance in securing that protection. For the time being the Wagner Act is laid aside due to the seriousness of the times, but the Association is watching to see that teachers will be protected. We are glad to report that three states are well on the way to securing laws. One state has amended its law so that it is sound, and two other states are on their way to the enactment of new retirement laws.

The fourth part of our program was to make permanent the postage rate on books. The present rate had been fixed by decree of the President. Now a bill has been passed making it permanent. This law is now on the President's desk for his signature.

There is a fifth part of our legislative program. In an emergency many things will happen, such as taxing of salaries in order to defeat inflation. Taxing salaries is all right when you think of the salaries paid in industry, but when you think of the teachers over the United States who are teaching at a maximum salary of \$600 a year and then credit all the other taxes they are paying, if there were included also a salary tax, we would have no teachers. They would have to get into industry, as many are now doing, in order to live. We must keep our good teachers! It is necessary that they be paid commensurate with the salaries paid in industry.

We understand there are still many things which have to be ironed out, and it takes the constant watching and talking of various members of the staff, keeping before the federal committees the idea that education is defense and that we must protect the things we think are legitimate.

I have two young nephews. One finished high school last June and one finished this June. Both went out into defense industry. I helped these boys make out their income tax and they paid a higher income tax than I did after my many years of experience. I can see how congressional committees can fear this situation, but I want them to know they must also think of the teachers in the low salary brackets.

Another service of which we are proud is the Commission for the Defense of Democracy thru Education. The Commission conceived the idea that if we could sit around a table with people who are critical of education and talk with them frankly and freely and ask them to express to us their opinions, we could convince them that education really has a program, the aims and purposes of which are the aims and purposes of the American way of living. I wish I could tell you how successful the Commission has been. It has been holding conferences with the labor groups and the industrial groups. One such conference was held here on Friday with some of the leading industrialists of the country. We sat around the table and they presented the viewpoint of business to us. I think we came to some fine understandings. One of the manufacturers, representing a steel corporation, remarked that this was one of the most inspiring meetings he had ever attended, and in his report he said business must see that teachers are left in the schools and that it was the duty of businessmen to see that education was adequately financed.

They are beginning to understand our problems because your Commission for the Defense of Democracy thru Education has presented facts to them. The Commission has also gone out into the community wherever teachers have called for help. You can ask the teachers in the various communities, talk with the teachers of New York City, and other places in the country where leaders of our Commission have gone to them to offer assistance.

Then there is our fine Research Division. There you can obtain what you need in the way of information and help. Several times we have had specific requests for Frank Hubbard or other persons from the Research Division to assist committees or send information to them. The Division has helped in any way it could. The National Education Association has been giving this type of service for the past two or three years. If you call for help, it will send you the help, whether you want information or people to come. I am telling you this not to boast of the family but because I think you should know it is doing what you want it to do. We are waiting for you to direct us, for you to call upon us, for you to insist we do the things you want us to do.

As teachers of the country we look at our profession. We find there are certain things we must keep in mind. The Association is asking that the teachers do recognize the facts that we represent all nationalities. We make a plea for the children that they be spared as much of the tragedy of the war, as much of the hardship of the war, as possible. We are not going to have education as usual but better education than usual. We are going to see that especially the little children in the schools are spared as much as possible. They are bound to experience anxiety at home. So, for the smaller children I am going to ask that we try to make living as normal as we can. As we go into the secondary schools, it is different. We are working to prepare these young people for the things they have to do. I have all the assurance and faith in the world in the youth of our country. They have the right to know what this war is about and it is our duty to tell them.

We have been careful about developing the physical side of the youth of this nation and the mental side of youth. We have done our best. We may have failed but we are willing to continue trying. I think, however, that in the last few years we have been careless in developing the spiritual side of our youth. Let us thru living, thru having faith in the power of right, faith in the integrity of our leaders and our profession, faith in the Fatherhood of God and the brotherhood of man, demonstrate spiritual living. Let us imbue the youth of our schools—who are going out to face this great tragedy and the youth who have been trained in a very different philosophy, youth who have no faith in anything but the power of a certain race—with the spiritual understanding that these are the great American ideals. We must give them confidence in a power greater than themselves to which they can turn for strength.

More than ever during this great crisis I think the teachers of the nation must be united. We must believe that every one is doing the best he can. We are constantly being asked to help in the war effort. I had the privilege of serving as a member of the Advisory Council of Women of the War Department. The War Department urged us to do all we could to stop the spreading of silly rumors. Everyone can help in this. When you hear any tale, ask: "Who told me?" "Where did I get that information?" Weigh the answer carefully and then do not repeat any of it. Morale is needed and just this one activity can help in building that morale.

If faith in integrity and leadership is true in a war situation, it is equally true in a peace situation. I want to urge that the members of our great profession stop any rumors about the National Education Association or about any of its members. Let us go forward this coming year, pledging to the children of our country that America's teachers are doing all they can to guarantee and protect for them their rights. We pledge to the nation that we will not fail in this great defense program. If we fail, we may win this war and lose all we are fighting for. If we succeed, we are sending out from our schools youth physically, mentally, and spiritually fit to carry on the aims and traditions handed to us by our forefathers.

In order to fulfil our pledge the Association is working untiringly. We need the moral and financial support of every teacher in this nation. Therefore, I am asking and pleading with you that as delegates from your groups you go back determined in your heart that you are going to see that every teacher in your state and community understands the purpose, the proud history, and the aims of our great national Association, and that every teacher throws behind it his fullest financial and moral effort.

As the president of your Association, I want to express my keen and deep appreciation to every one who has done so much for me, who has made it an interesting and successful year, and who has helped make it possible to do the things that I had hoped and planned to do. I want to express my appreciation to Mr. Givens, who has worked untiringly for you at all times, and to the members of the headquarters staff.

To the country and to our nation I pledge that America's teachers will never fail in accomplishing their part of the program for national defense.

SECOND GENERAL SESSION

GREETINGS FROM THE AMERICAN LEGION

LYNN U. STAMBAUGH, NATIONAL COMMANDER, INDIANAPOLIS, IND.

Never during the twenty odd years that the American Legion has worked with the National Education Association in the cause of bringing up better Americans to make a better America has it been so satisfying for the national commander of the Legion to meet with you.

It is gratifying to review our cooperation in the past and to look to the field for accomplishment in the future. A friend has been defined as somebody who knows all your faults and likes you just the same. After decades of friendship, the NEA and the Legion are better friends than ever, and we can, in the confidence born of that friendship, call things by their real names and make genuine progress in mutual helpfulness to the great tasks of national progress.

Knowing and admitting that this world is full of imperfections, and that there cannot be a million teachers or a million Legionnaires without including a few who are on the lunatic fringe, we also know of the magnificent accomplishments of the overwhelming majority of sincere and devoted men and women who are contributing, year in and year out, to the slow but certain task of building America. It is a task which proceeds continually and will continue eternally.

No matter what may be the glory of the past, no matter what the traditions, the wealth, the strength handed down from one generation to another, we know that each generation is a life unto itself, a life which must make of itself that which it is capable of making. The teachers of America have a vital spot in the making of each generation of Americans.

The generation which now is called upon to make America today and tomorrow is the generation which has come out of your classrooms. Our fighting men of the Coral Sea and the Midway battles not so long ago were your boys. The men of the great battles ahead are your boys now. If those who were your boys a few years ago are the saviors of civilization today and the builders of civilization tomorrow, you know in your own hearts how faithfully you have worked thru the years to help them to realize the full glory and the full grandeur of their destiny. When a man of your community comes home amid the cheering and the singing to receive America's equivalent of the crown of laurel, it is your reward that he shall ask, "Where is my old teacher?" If one or another of America's sons does not come home, but has made the complete sacrifice of his life in order that a decent tradition of living may go forward in the land which you taught him to love, it is your reward to remember how much better that he should have died a man than that he had been willing to live a slave.

The relationship of the Legion to the schools of America remains that of a friendly and firm supporter of free education as a means of keeping and improving a free civilization. In the course of years the group of a

million and more average American citizens who make up the Legion has worked steadfastly to that purpose. The details of our cooperation with the educators of this country have been numerous. This is not the occasion to review them in detail. It is probably fair to say that the event has justified the watchfulness of the Legion against destructive attacks on our educational system, against the lunatic fringe of extreme pacifism and of extreme radicalism. Those fringes would like to make the school system a tool of mistaken idealism or of embittered revolution. The Legion has fought and will continue to fight against those mistaken influences. Sometimes it has been easier for us to make those fights from outside the school system than for you to make them from the inside.

We of the Legion have not sought to tell the teaching profession how to teach or what to teach. We regard it as our mission to maintain an aggressive watchfulness of our school system in order to make certain that you have every encouragement, every facility that can be provided, which will make it possible for you to teach the truth, the whole truth, and nothing but the truth. That watchfulness is the needful duty of every citizen. The preservation of freedom is not automatic. All the would-be dictators are not in foreign lands. The maintenance of a social order in which men and women may develop the maximum capacity for living at liberty under the law is a task worthy of all the strength and ability which you can give to it.

Thru years of effort coordinated with the National Education Association, we know how truly you are devoted to this great purpose. No one knows better than the teacher that it is no simple task to develop in each boy and girl the sound body, the sound mind, the appreciation of spiritual values, and the sound character which alone make citizenship. No rules or texts or schemes of educational management alone will do it. It requires all that you can acquire of the technics of teaching and, beyond that, all which you can give of your own selves in leadership, experience, common sense, and devotion to your purpose.

There must be help from the home and from the community. Crime is not prevented solely by building jails. Justice is not assured by building court houses.

Religion is not inculcated solely by building churches, and intelligence and character are not the necessary results of building schoolhouses. They are developed by the continuing honest effort of men and women possessing intelligence and character in themselves and determined to give fully of these qualities to the growing generation.

Knowing that you of the educational system of America understand this better than we can express it, we of the Legion come to you on this occasion to restate our purpose of support to your work. We look upon our own sons and daughters, and we know how well you are doing, how faithfully you are serving. We look upon a world momentarily gone mad, and we know how necessary it is that America remain sane.

To the task of education you have brought continuing success. The teaching profession has never failed America. You will look closely to the

problems of today to make certain that it never shall fail. With a faith in the right and a determination to learn and know and teach the right, yours will be a large measure of the great triumph of liberty, righteousness, and justice.

In this cause the American Legion pledges you its whole strength as your friend and ally. Polish you the lamp and hold it high.

THE EUROPEAN SITUATION

MRS. VERA MICHELES DEAN, DIRECTOR, RESEARCH DEPARTMENT,
FOREIGN POLICY ASSOCIATION, NEW YORK, N. Y.

I am delighted to have this opportunity to talk with you about the situation in Europe, always hoping, with everything we shall discuss tonight about Europe, that it will be borne in mind that Europe is only one of the sectors of a global war and that the situation in Europe cannot be considered an isolated situation.

The events of the past week must have brought home to everyone what was long evident—that the Axis powers are not going to wait until the United States has completed its full industrial and military strength before the Axis powers try for a final gamble for victory. That is why so much of the talk in this country about winning the war in 1943 or 1944 has seemed like an illusion, like wishful thinking, because it is today and not in 1943 that Hitler is seeking to consolidate his control of the European continent. It is today and not in 1943 that Japan is seeking to capitalize on the gains she has made in the Far East. It is today and not in 1943 that the United Nations will have to make a supreme military and industrial effort to check the advances of the Axis powers in all sectors of the global war.

At the same time we should not neglect thinking of this war, as it is shaping the postwar period. We have, some of us, tried to talk about postwar reconstruction; some people have always said, "Well, that is merely academic; what is the use of talking about postwar reconstruction when we have not yet begun to win the war?" Today we see that the strategy of postwar reconstruction has become an inextricable part of the strategy of winning the war.

To give only one example, the British had hoped to postpone the problems of India until after the war, but they discovered that it is essential to win the voluntary support of India for the United Nations. It might well be that to win that voluntary support of India would be a greater contribution to the war effort of the United Nations than the raising of new battalions or the production of additional war material. Those of us who had heard ourselves criticized for being academic in talking about postwar reconstruction may take some comfort in what happened on June 11, when Britain and the United States announced their understandings with Russia, understandings which look to collaboration both in time of war and in time of postwar reconstruction, because if it is academic to talk about postwar reconstruction, then Mr. Roosevelt, Mr. Churchill, and Mr. Stalin must be classified as academic.

Actually, what they have done is to put the discussion of postwar reconstruction of Europe and the world where it belongs, in the realm of practical politics. It is our responsibility, as citizens of a functioning democracy, to see to it that that is where postwar reconstruction remains during and after the war—in the realm of practical affairs and not merely of visionary thinking.

It has become an axiom that the Allies in the last war won the war but lost the peace—lost it because they failed to take responsibility for postwar reconstruction. All of us have to bear this in mind thruout the fighting of this war, that the war itself is already shaping the future peace, and everything we do or leave undone in the course of the war is going to have a profound effect on the period once war is over.

There are many people who talk about the end of the war as if at some given moment a bell will ring and then war will be over and peace will have begun. We know there will be no such bell; we know there will be no clear dividing line between war and peace. That was one of the mistakes that was made by the peacemakers of 1919 who thought that merely by concluding an armistice and by negotiating a peace treaty they had brought war to an end. It is true that military operations were suspended, but war went on on other fronts—on the economic, political, psychological, social fronts—all shaping for the present conflict. That is why we shall have to learn and teach to others whom we can reach that peace will be more difficult to achieve than war, because we see today how easy it is to rally people, to make sacrifices of life and property in time of war.

How difficult it is to achieve the same sacrifices for the sake of peace, and yet peace can be just as costly as war. You cannot pick up peace at bargain counters; you have to pay for it. The only consolation is that whatever price may be paid for peace in terms of economic sacrifices will be a price that will be reflected in constructive work, while the price we are paying for war is for the most part reflected in destruction.

In planning for reconstruction, we have to realize that the world we shall find at the end of this war will be so altered as perhaps not to be recognizable after the war. It will be altered in Europe, where the whole situation has been in a state of convulsions ever since the outbreak of the war. New forces are in the making in Europe and we have to become acquainted with these forces so that we may not suffer a great shock at finding after the war the transformations they have wrought in the landscape of Europe.

To my mind the most striking thing about Europe and the thing that distinguishes it most from the United States is that in Europe the various nations are living in different periods of history. It is just as if you had several geological formations superimposed one upon the other. Western Europe, France, Britain, Holland, Belgium, and the Scandinavian countries have already emerged into the twentieth century; that is why they seem so akin to us; that is why we understand them. Germany looked as if it had emerged into the twentieth century because the Germans have been utilizing the military and industrial technics of the twentieth century more success-

fully than Britain or France, and yet Germany was living politically somewhere in the Middle Ages and was just emerging from that period without having yet passed thru the political and social revolutions that France and Britain had undergone so long ago. That is why the Germans so often seem alien to us and difficult to understand.

Farther East, Russia and the Balkans are telescoping into a few years both industrial revolution and the political and social revolutions which have shaped what we know as Western civilization.

It is my profound conviction that Europe will not achieve stability until it has achieved some form of political and economic unification, and one of the negative results of Nazi conquests is that Hitler has succeeded in doing what neither the Roman Empire nor Napoleon succeeded in doing—he has unified Europe against Germany, but to unify against does not yet mean to unify for something. The task of the postwar period will be to transform this sort of negative unification against Germany into a positive and constructive unification for the reconstruction of Europe.

What are the forces in the making? One of the new factors that is emerging in Europe is Russia, whose land army has been the only land army in the world capable of resisting that of Germany, and the resistance of Russia has in itself aroused some qualms in this country. I do not know whether you meet such people, but I hear this argument quite often. People say: "Well, suppose Russia wins the war. Won't we be jumping out of the frying pan into the fire—out of nazism into communism?" Whenever I hear that question, my first answer is that first of all Russia has not won the war by a long shot, and may not win it, unless it receives greater aid than it has received in the past from Britain and the United States, either in the form of additional war material or in the opening of a Western land front in Europe, or, if possible, both. The Russians are hard pressed in southern Russia where the Nazis are trying to make a thrust toward the Caucasus and toward its oil resources. It is quite possible that the Russians may have to give ground there and to retreat. That should not discourage America because the Russians have a huge country; they are in the same position as the Chinese. They can retreat into the interior, like the Chinese, and move their industries with them, to that second Russian base that the Russians created in the Ural Mountains, which has furnished the bulk of Russian armaments during the past few months.

But another thing that has to be considered when people say, "Well, what will happen when Russia wins the war?" I would suggest that it might be a good idea to adopt a resolution in our minds and that is to resolve to establish priorities on worries. You cannot worry about everything at once; you cannot worry about Germany, Italy, and Japan and also worry about Russia and expect to win the war. Let us be quite frank with ourselves. If Russia should win the war, it will wield enormous influences not only in Europe but thruout the world. It will wield that influence not because of Communist propaganda, which in my mind has not been particularly effective, in advanced industrial countries of the West, whose conditions are not comparable with those existing in Russia in 1917. Russia will

wield that influence because it will have demonstrated that it had the courage and the stamina and the resourcefulness to resist the Germans, and when that time comes, if we do not like the ideas of the Russians, then our best answer will be not to look for communism under every bed or indulge in witch hunting of local Communists. That in itself will not help because that will be purely negative on our part. We know today that we do not destroy things we do not like merely by denouncing them. If we should not like Russia's ideas by that time, our only alternative would be to do just what I think we should be doing right now, and that is formulate our own program of postwar reconstruction in democratic terms; also, that such a program will have to be expressed so concretely and so eloquently as to enlist the support and enthusiasm of the conquered countries of Europe and of Russia as well.

At the same time I believe that, at the end of this war, changes within Russia and within the United States and Britain will have brought these three countries closer together than could ever have been anticipated in 1939.

There is another country about which everyone legitimately worries in Europe and that is what to do about Germany in case, as we of course hope, we succeed in defeating her. The question of Germany's role in the postwar period of Europe is discussed satisfactorily: "What shall we do with the Germans? Just destroy them!" To this one of my wisest friends always says: "Destroy 80,000,000 Germans? Desirable, but not practicable." And I assume that what we are trying to talk about is the practicable thing in the future. In the same way, when people talk about Germany they sometimes say: "Break up Germany. Break it up into all the little bits and pieces of which the German nation consisted before Bismarck welded those German states into a German Empire in 1870." Break up Germany into bits and pieces? What folly that would be. That would be to throw Germany right back into the Middle Ages and the whole tragedy of Europe is that Germany has not yet emerged from the Middle Ages. We would be making a terrible mistake to try and turn back the clock of history, which is just what we are accusing the Nazis of doing today.

Our task will be more difficult than that. Our task will be to find how we can integrate the German people who have undoubtedly great talents to contribute to human civilization, how to integrate them into the European and the world community in such a way that their talents will not be dissipated again on sterile military adventures as they have been dissipated twice in our lifetime. I know that to many people this seems a hopeless task; many have despaired of the possibility of re-educating the Germans.

As educators I think that you have no right to despair since we assume one can educate almost everybody who is susceptible of listening at all to education, but quite aside from that I think events themselves in Europe are having a gradual effect on the German people.

This is not said in jest; I think the Germans above all want to be loved; they want to be loved so much they are ready to crack people on the head to make them love them. The thing that has perplexed the Germans since

1919 is that they feel people do not love them because they lost the war. They feel that if they could only win military victories everyone in Europe would love them, especially those whom they regarded as their Aryan brothers—the Dutch, the Norwegians, and so on.

The Germans have won all the military victories in Europe only to discover that military victories alone do not win friends or influence people, and that is a discovery that the German people had to make before their country could be integrated into the European community, because, I repeat, the Germans were still living in an earlier period from that of the twentieth century. They are still living in a period from which Western nations have emerged, where military virtues were paramount and other virtues when regarded as part of civilized beings were less important. The Germans would not live with other people on the terms that other people wanted, and today they are discovering they cannot in turn impose their own terms in spite of their great victories.

Of course that does not mean that after this war we should for a moment coddle the Germans. That was one of the great mistakes, in my opinion, made by Britain and the United States after the last war. The French were too intransigent toward Germany, but the British and Americans much too mild in their attitude after 1919. A firm compromise line would have been better toward Germany after the last war than these constant seesaws between intransigence and coddling. The Germans have often talked about a German problem in Europe since 1919; they are a self-centered people and think much about themselves. There are many other problems in Europe and the basis on which collaboration with the Germans should be established, in my opinion, is to make it plain to the Germans that they will receive fair and equal treatment provided they are ready to give fair and equal treatment to non-German peoples in Europe and thruout the world. It has to be a 50-50 proposition.

This task of integrating the Germans to a reconstructed Europe will not be made easier by the hatreds that the Nazis have aroused in conquered countries. We must understand the hatreds that the Nazis have aroused, because otherwise we may be shocked after the war to find that the peoples of Europe are eager for revenge. The striking thing is that the peoples who hate the Nazis most are not of the countries like France and Belgium, which were over-run by the Germans in the last war, but are the peoples who have not suffered from German invasion in Europe in our lifetime—the Danes, the Norwegians, the Dutch—these are the peoples who most resent Nazi domination.

Yet, among these conquered peoples there is another front in addition to the front on which the Russians are fighting, or the Western front that the United Nations may possibly open up. I would call this the silent front of Europe. Along this silent front of the conquered countries millions of men, women, and children are daily continuing a struggle to prevent consolidation of Nazi rule. The struggle on this silent front is to my mind a great revolution in Europe, a revolution which has in it the seeds of reconstruction for Europe and for the world.

What is this revolution? You will remember that in 1939 the peoples of Europe, like us, feared war above all, because they quite naturally feared the loss of life and loss of property that war entails. Like us, the peoples of Europe feared war so much that they were ready to make compromises, unfortunately at the expense of weaker peoples, until they in turn were engulfed in the conflict. Now the revolutionary thing that has happened in Europe is that the peoples who were so afraid of war are now above all afraid of peace, because the peoples of Europe could have peace at any time today, peace on Hitler's terms. There is nothing Hitler wants so much as to pacify Europe, so that he can demonstrate to the rest of the world that he has succeeded in consolidating his new order, and to make Europe impregnable to assault by the United Nations. Yet the peoples of Europe are resisting this peace in conditions of hardship that our imagination cannot even encompass. Why are they considering this resistance? Because they have learned thru the most bitter experience what we shall all have to learn, that life is not worth living if it has to be lived in slavery, and that property is not worth holding if it has to be held at the toleration of a foreign conqueror.

This is the discovery that the peoples of Europe have made and this discovery is altering that materialistic conception of life which we had inherited from the nineteenth and early twentieth centuries. These peoples are also fighting Hitler because they have learned another thing we must all learn—that Hitler's new order is a dead-end for Europe and for the world. Even if Hitler should win all the military victories he will be unable to reconstruct Europe. Why? Because the Nazi new order is based on two concepts which are totally unacceptable to all civilized human beings, including thousands of Germans who are paying for their opposition by death or exile.

You are familiar with the first of these concepts, the concept of the "master race" under which all non-Germans would be condemned to live as hewers of wood and drawers of water for the German "master race," irrespective of the contributions these non-Germans have made in the past to human civilization. That concept of the master race is rejected by all non-Germans in Europe, from Norway to Greece, from France to Russia. The other concept on which the Nazi new order is based is a more dangerous, subtle concept. It is the thesis of Hitler that all human beings are either corrupt or corruptible, that we can all be browbeaten or coerced or threatened or frightened into inflicting indignities upon fellow human beings at the behest of Nazi leaders or their puppet rulers in conquered countries.

The most magnificent contribution that has been made by the conquered peoples of Europe is that they have demonstrated in the hour of mortal danger that most men and women are neither corrupt nor corruptible, that most of us in such mortal danger discover within ourselves untapped reserves of courage and integrity and loyalty to other fellow beings. That discovery of human values, that rediscovery of the essential integrity and dignity of the human individual is to my mind a first step toward postwar

reconstruction. It is the real defeat inflicted on naziism which had been based on the obliteration of the individual as having any meaning in human life. This victory is more important in the long run than any military victories that will be inflicted on the Axis powers.

While the peoples of Europe reject the Nazi new order, they have no desire to go back to the kind of disorder that prevailed in the world before 1939, a disorder that proved pregnant with wars and revolutions. They have no desire to restore a political system which has become undermined by local conflicts and personal political ambitions. They have no desire to restore an economic system that has failed to assure even a minimum standard of living in what we call the backward areas of the world—the Balkans, Latin America, Asia—and above all, they have no desire to recapture that spirit compounded of cynicism and fatigue which we had come to associate after the last war with what we called the lost generation. The peoples of Europe want to look forward and not backward, and they are looking to the United States first and foremost for leadership and initiative in reconstructing their shattered world.

You might say this is a great responsibility for the United States to face. Shall we shoulder it? The only thing I could say now would be that if the United States avoids that responsibility it will almost automatically throw that responsibility back into the hands of the Axis powers because, make no mistake, Hitler is not only ready and willing to reconstruct Europe and, with Japanese cooperation, Asia and other parts of the world, but he will be glad to lend us a hand in reconstructing the United States if we feel we are not equal to the task of reconstruction, so the choice has become a narrow one, as once expressed by an American writer, "we or thee." It is "we" or "thee" who will have to assume responsibility for postwar reconstruction, and in facing those tasks I know that many people are troubled by the feeling that this war is merely a repetition of other wars, that thruout history men have fought for power, and they ask, "Well, what guarantee have we that after this war men will cease from struggling for power, that it will be a different world?" I would answer that quite frankly, "Of course men will always struggle for power." This is not only happening in international relations. I do not know whether this is true in the National Education Association, but in all the organizations I am familiar with there is a constant struggle for power and that is not regarded as necessarily reprehensible. The curious thing is that in international relations power has come to be associated with the idea of evil. To my mind it is not power as such that is evil; what is evil is the use we often make of power. Suppose that we were able to use the power we are now using for war and destruction in order to clear slums, build new housing projects, give greater educational opportunities to children thruout the world, improve nutrition everywhere, make of this a really flowering world? Would that be an evil use of power?

The one thing that I think can be said in criticism of the United States and the British Commonwealth of Nations before this war is that at a time when we all controlled a large measure of financial, political, and economic

power, we in the British Commonwealth of Nations and the United States were often most irresponsible about the use of that power on the international scene. If we are to take any kind of pledge for the future, it is to see that when we emerge from this war with what should be greatly enhanced power we shall make responsible use of that power and learn that power has, as its correlary, responsibility for its use.

There are other people who in looking toward postwar reconstruction think that all they have to do is draw up a blueprint, a beautiful blueprint, a constitution of world government in twenty-five articles and ten addenda and then they think they will have done their Boy Scout deed for the day and we will never have to worry about the sordid little details of postwar reconstruction. Let me warn you about those blueprints. If we want just a document, the League of Nations Covenant was not such a bad document. It would have to be tinkered with here and there in many places if we ever wanted to use it again, but what was wrong with the League? To my mind what was wrong with the League was that there was no spirit to make it work, that all the pre-League conflicts and prejudices were welded into the new machinery before it even got started and hampered its operations at every step.

To my mind what we need now is not so much a new blueprint as a new philosophy of relations between men and between nations, a philosophy which would make us capable of making any piece of machinery work that happens to be lying around when the war is over. Without such a philosophy, any machinery will again prove absolutely useless after this war.

What should be this new philosophy? I think this philosophy is already in the making and I can only express it again in terms of responsibility—responsibility not only for ourselves as individuals, for our community, or for our nation, but for the international community as a whole, the international community in which we see that we have to live, whether we like it or not.

In building up this feeling of responsibility, let us learn that it is not only that other people need us—we have been assuming that altogether too much—we need other people. If it had not been for the great war effort and sacrifices made by China, Russia, and Britain during the past years, we would not be speaking peacefully tonight about war and postwar reconstruction. The United States would not be able at leisure to build up its great industrial machine. We owe a debt to other people; let us try to repay it after the war by building up a sense of mutual responsibility.

At the same time, in planning for the future, let us not indulge in utopias. It is good to dream dreams and see visions; we must always do that. That is what I like about Vicepresident Wallace, his way of approaching discussions of international affairs. He thinks of them in high, idealistic terms. When thinking of ideals we must learn the limits of practical action, because otherwise we shall be merely courting disillusionment and frustration, the kind of frustration that we suffered after 1919. That is why I am worried about the current phrase, referring to “a just and durable peace.” For some reason we cannot get used to the idea that there are no final solu-

tions to international problems. People still talk as if all you have to do to solve international problems is to write out a prescription, have it filled at the neighborhood drug store, and then you will have a final panacea.

Why do we think that about international relations? We are quite used to the fact that in family life we never have final settlements of any problems in the family. No sooner do we solve one set of problems than another set arises, usually because we have just settled the preceding ones. That is what happens in international relations, because in essence they are merely relations between human beings translated to the international plane. Let us not expect a perfect, just, and final peace emerging out of this war. The most we can expect is a compromise between conflicting interests, a compromise that we know will have to be adjusted again and again as conditions change.

That is why we cannot expect perfect order after this war. As a matter of fact, perfect order exists only in prisons and cemeteries, and that is not the kind of order that free men and women want. If we want a durable order, Hitler is offering his order for one thousand years. But I venture to predict that even if Hitler won the war he would be unable to maintain his order for one thousand years because he, too, would have to be faced with those changes which flow from changes in human relations.

The thing that we should be working for is not to prevent all change. That would be the most dangerous doctrine we could possibly have. To prevent change means that you are fostering revolutions at home and wars abroad, which in a sense are another form of revolution. Our task is not to prevent all change, but to see to it that change is made as much as possible by peaceful means and not by resorting to war.

Another thing that we must bear in mind in the future is that at the next peace conference, which could only come after a period of transition and rehabilitation, the predominant issue, I think, will not be and certainly should not be political boundaries or questions of raw materials. The paramount question in the peace settlement should be that forgotten element in international relations—human welfare. That is the thing we are all concerned with, that is the thing with which the whole world today is concerned. We will not be happy if we have fought this war merely to shift a few boundaries here and there or to do what people call “redistribute raw materials.”

By the way, I do not know what people mean when they speak about “redistributing raw materials.” They always speak as if the earth was a sort of a pie which could be cut up into pieces, each nation to get equal pieces containing as the prizes a little tin, coal, rubber, manganese, and so forth. That is quite impossible, for the simple reason that when the earth was created raw materials were unevenly distributed over the surface of the earth, and I am afraid there is nothing one can do about it now. The most we can do is get along with the existing situation, under which what we should be doing is trying to pool existing raw materials for the benefit of all nations instead of trying to cut up some more territorial bits and pieces to satisfy this or that nation's ambition.

If we do not think of the peace settlement in terms of human welfare, we shall again lose that broader vision which is growing out of the war, and we would only sink back to those conflicts about territories and raw materials which have become so familiar and so disastrous to us. Human welfare is to be expressed in terms of better housing, better nutrition, better education, and better possibilities for recreation for all people, not just those who happen to be favored in the countries like the United States or Britain or what France was in the prewar period. As long as we can keep this vision ahead of us, many of the other problems we have been perplexed about in Europe and elsewhere might at least assume a proper proportion with respect to this one paramount issue.

When we look ahead, some people feel worried that they have had to live in such a troubled and terrible period and wish they had lived in better times. I do not share that feeling. I feel that we have been privileged to live in a period which so greatly challenges the ingenuity, the vision, and the courage of each and every one of us. And it is on each and every one of us that the responsibility for postwar reconstruction will lie.

In 1919 President Wilson and others had a great vision of a postwar world. They did not find in this country or in other countries the necessary popular support to carry their ideas to fruition. That popular support can only be assured by education of our people and other peoples, and that is why all of you have such a peculiar responsibility as compared even with other citizens of the United States. We have to learn that international affairs are not just Mr. Hull's affairs; they are our affairs.

It may be that today there are no great opportunities for pioneering in the discovery of new lands or in the exploration of new raw materials, but breath-taking opportunities await us in pioneering for the development of new relations between men and between nations. This thought was eloquently put by Walt Whitman writing during the Civil War, when a new world was in the making here, when he said:

All the past we leave behind,
We debouch upon a newer mightier world, varied world,
Fresh and strong the world we seize, world of labor and the march,
Pioneers! O pioneers!

BEHIND THE CONFLICT IN THE PACIFIC

WALTER H. JUDD, PHYSICIAN; SUPERINTENDENT OF HOSPITALS IN CHINA
—SOUTH CHINA, 1925-31, NORTH CHINA, 1934-38—OUTSTANDING
AUTHORITY ON THE ORIENT, MINNEAPOLIS, MINN.

Dr. Judd's speech is the same as that given by him at the San Francisco convention of the American Association of School Administrators. (See page 170.)

THIRD GENERAL SESSION

THIS IS THE NATIONAL BROADCASTING COMPANY

PRESIDENT DAHL: We are grateful to the National Broadcasting Company for the next part of the program. I want to introduce to you the director, Thomas D. Rischworth.

MR. RISCHWORTH: Radio is at war; even before Pearl Harbor radio had more than two years' experience in interpreting the war to spectators at home. When December 7 came, we were here for defense, we were ready to volunteer for the duration. Overnight the broadcasting industry became a national forum for the discussion of our war aims. It became a national billboard for the sale of war bonds, for the collection of scrap rubber; yes, it became a pulse of the nation, to develop national morale and to unify our citizens and our allies as an army of fighting people.

We might have demonstrated an N.B.C. educational program here this evening but radio is not only a matter of programs or of education but it is also a matter of operation; it is a matter of personalities and problems and departments. During the next fifty-eight minutes we hope to take you behind the scenes of radio for a glimpse of what it is that fills a program, the programs that you hear in your homes or in your schools.

Obviously we are not in the studio; in fact, we are far enough away from home to look at us objectively, to reveal our follies, our foibles, and not a little of the frenzy that goes into radio. We hope also to give you something of radio, of its new significance, of a structure that is complex in its coordination, and as expert as we can give it. I will turn you over now to Mr. N.B.C. himself.

ANNOUNCER: This is the National Broadcasting Company—a documentation of the significance of radio in wartime for the school, the home, and the church. The demonstration conducted by Abe Schechter, manager of the News and Special Events Department, National Broadcasting Company, will illustrate news-gathering by radio. Pick-ups will include London, Panama, and Honolulu with two-way conversations between Denver and these points. (In the course of the two-way conversation between Hawaii and Denver, the Honorable Oren E. Long, superintendent of public instruction of Hawaii, made the following comments:)

OREN E. LONG: *Aloha* from the schools of Hawaii. Mr. Wahl is going to tell you something about what our schools are doing, but I remember that twenty-five years ago pupils and teachers were making a similar contribution. America helped to win that war, but America did not help to win the peace; education had not produced a generation with foresight and understanding nor with the courage to undergo the sacrifices necessary to establish a lasting peace.

Do these words sound familiar? "This is the people's war, a war for freedom and justice, and self-government among all the nations in the world, a war to make the world safe for the peoples who live upon it and who have made it their home." These words are not from the Atlantic

Charter nor from a "fireside chat." They are the words of Woodrow Wilson. We know only too well that those high aims were lost. There has never been a challenge equal to the ones who were fighting those peoples' war, fighting it in shop and factory, in the air and on ships, on island and continent, in the cities and villages, in fox holes and jungles and deserts.

What will our people be thinking when victory comes? What foresight and understanding will they have? How long will they be willing to sacrifice that the world may gain an enduring peace? These questions are a challenge to the schools. We must cultivate our victory gardens, learn first aid, buy war bonds, contribute to the Red Cross, and sacrifice many of the comforts of life. Some of these things are not easy to do, but far easier, far less involved, than to anticipate postwar problems.

We must plan a program of education that will help a whole generation to meet wisely the challenge of bringing about a world that is safe for the people who live upon it and whose home it will be again.

MR. SCHECHTER: Tell us how the school system is functioning in England, tell us about the duties of teachers, and so forth. Go ahead, London.

ANNOUNCER FROM LONDON: The latest educational development over here is that England's most famous and exclusive boarding schools, places like Eton and Harrow, are going to be thrown open soon to sons of working class families. Over here they call that the most sweeping report in four hundred years of education in England. Besides that, there is a commission working on a plan to raise the school-leaving age to fifteen or sixteen. Now it is fourteen. Here is an American angle. Ross Fleming, who heads this commission, was educated in a Scottish university which receives a big Carnegie Endowment from America.

Another thing that is being planned over here is that after the war is over teachers are going to be picked from a much wider field; academic attainment alone is not going to be the criterion. The percent of children under fourteen receiving full-time education in Britain has gone up during the war from 89 to 99 percent, and the percent passing their examinations has gone up 2 percent during the war. That seems to prove that sirens and air raids and bombs have not done much damage to the minds of Britain's youth.

About cooperation in the war effort, the children of Britain have saved up \$60,000,000 in war savings accounts. Then here is another thing. Thru the cooperation of the schools, many thousands of children have been working on farms this summer, taking the places of men and women called into the armed forces or in the munition factories.

MR. SCHECHTER: Go ahead Pete Bowen in Panama, and tell us in a minute's time what the school situation is there, how they are running the school system with their blackouts, and so forth.

MR. BOWEN: The school year is in full swing in the Republic of Panama, from the primary grades thru the national university. In the Canal Zone the schools have closed for the annual vacation, but there are special courses in junior colleges—day and night classes for the first time.

I suppose I should explain that there are two separate school systems functioning down here—one of the Republic of Panama, the other in the Canal Zone. The Zone school year opens in September and closes in June, while in Panama, studies are inaugurated in May and end in December. Panamanians take their vacation in the dry season, January thru March, which they call summer, but the Zonians like to take their children back to the States as often as possible, and in the summer time to avoid too great a contrast in temperature, so the school calendar at home is followed.

Would you like to hear something about the war effort down here, with regard to the schools? In Panama physical education has given way to military training, to which I might add the boys are responding enthusiastically. Boys have been organized as spies along the Atlantic and Pacific Coasts to watch for strange planes and boats (I speak especially of the isolated sections), boys from small schools and small towns under the direction of their teachers. They immediately report any strange persons or craft thru the numerous telegraph stations set up recently. This seems important in the light of the arrest of Nazi agents on the East Coast of the United States recently.

Both the Canal Zone and the Panama schools have helped in the war effort. In the high schools they have their junior wardens and the younger boys are organized as messengers. All the teachers took a course in first aid, after which they helped teach first aid to the students. Household arts, cooking, and sewing have been dropped for eight weeks and they have instead an intensive study of home hygiene and the care of the sick.

All students have been drilled in air-raid precautions and then have taken part in the national program of modern aircraft building. Schools are now being set up as temporary hospitals for use in case of emergency.

MR. SCHECHTER: OK, Panama. Jim Wahl in Honolulu, will you add anything that has not been covered from your end on schoolwork?

MR. WAHL: I might say that since December 7 the schools here have had more to do under restricted circumstances, as you can imagine. Play-ground space has been given over to air-raid shelters and victory gardens; twenty-four of the largest schools have been taken over by the war agencies and many others partly taken over. This brought some interesting developments. The first grade of one school is using as a classroom a former barber shop. The pole still stands at the doorway. The first grade of another school meets in what was formerly a Philippine poolroom. The sign in the doorway reads, "Minors under 18 not admitted," but there is no indication that they take the sign literally.

The teachers here are charged with the safety of the children in their care and that is no pushover job. It means regular air-raid drills, keeping the children's gas masks within reach at all times, and it means that they are responsible for the instruction of the things related to the children's safety and protection without frightening them. Above all, the teacher has the responsibility of keeping his own equilibrium and soundproofing himself against all rumors.

MR. SCHECHTER: Jim, could you tell us, if it is permissible, what the school hours are for children?

MR. WAHL: The schools now have their summer session. They are actually on vacation. However——

MR. SCHECHTER: Were they operating normal hours up until June?

MR. WAHL: They were practically on their normal schedule up until June, yes.

(End of foreign broadcast.)

PRESIDENT DAHL: This fine demonstration provides an appropriate occasion for me to make an important announcement. At the meeting of the Educational Policies Commission a few weeks ago, we were all agreed that unusual steps would be necessary in these wartimes to develop a common understanding and a unity of purpose among the million teachers of the United States. As one important contribution to this end, the Educational Policies Commission of the National Education Association announces the first National Teachers Meeting by Radio. We have just received a telegram from the National Broadcasting Company assuring us that time on the air and network facilities will be provided during the last week in September.

The Teachers Meeting by Radio will be divided into two parts: One part will be a thirty-minute presentation by radio on the work of the schools in our nation's war program. This will be delivered by a distinguished national civic leader. The second part will not be broadcast. It will consist of local discussions to relate the general topic to your own school problems. The Educational Policies Commission will supply materials that will help in organizing and conducting the second part of the program. You will be asked to mail a brief report to the Commission after the program, summarizing the conclusions reached during your local part of the program. Transportation difficulties may cause a reduction of attendance or even cancellation of many regional, state, and national teachers meetings next year. The National Teachers Meeting by Radio will help to meet that situation if it arises.

As an ex officio member of the Educational Policies Commission during two of its seven years' existence, I wish to say that this plan is an example of the way our Association, working thru the Commission, is meeting the changing problems of educational policy in this country. The president of your local affiliated teachers organization will be informed soon by the Educational Policies Commission concerning the details of the plan. Every school staff and every local teachers' group is invited to assemble in its usual place of meeting and to participate in this nationwide program.

We express our gratitude to the N.B.C. for making this broadcast possible.

MESSAGES OF APPRECIATION TO THE SCHOOLS

MYRTLE HOOPER DAHL, PRESIDENT OF THE ASSOCIATION

We have received the following telegrams:

I wish to express to the teachers of America my abiding confidence in them as leaders in our present national effort. As members and supporters of the American Red Cross you have contributed in many ways. Your leadership in extending the membership and developing the program of the American Junior Red Cross has provided over fourteen million boys and girls in the schools with opportunities for constructive service to their nation and your direction of the energies and skills of boys and girls can do much for their country in war and peace.

(Signed) NORMAN H. DAVIS,
Chairman.

I want to take this opportunity to express my deepest appreciation and thanks for the patriotic service which the school teachers of this country have rendered in connection with the vital rationing programs. In no case has any teacher received compensation for this work. Often the rationing burdens have required heavy personal sacrifices and have caused severe discomforts. Yet in these past weeks I have heard no single word of complaint from any part of the country. The people of the United States are indeed indebted to them for their wholehearted service and their uncomplaining sacrifice.

(Signed) LEON HENDERSON,
Office of Price Administration.

SEVENTY-FIVE YEARS OF AMERICAN EDUCATION

JOHN W. STUDEBAKER, U. S. COMMISSIONER OF EDUCATION,
WASHINGTON, D. C.

PRESIDENT DAHL: In 1867, just seventy-five years ago, the National Education Association conceived the idea that we should have a Department of Education. Much effort was put forth on the project and the Department was finally established. Later the name was changed to the Bureau of Education and now it has been changed to the Office of Education. Tonight we are finishing our program of this year's work in the celebration of the seventy-five years. Carson Ryan has been the chairman of the committee and has completed the history of those years. They are very interesting. Parts of them have appeared in the *Journal*.

COMMISSIONER STUDEBAKER: I sense here this week that characteristic American fighting spirit among the school teachers from all over the United States. At a small dinner a little while ago I told a story that I want to tell here. It illustrates to me the kind of optimism that is characteristic of American youth, these hundreds of thousands and millions of young men who have passed thru your hands. The story comes to me from my son who is in the Army Air Force. It is the story of a lad preparing himself to be a parachutist. He was getting ready to go up on a flight in which he was to make his maiden bow as a parachutist; he was to take his first real jump. He had on his boots, his Sam Browne belt, a dagger on one side, a pistol on the other, his parachute on his back, and a collapsible bicycle on his chest. He got into the plane which took him up about 20,000 feet. He was given

the signal; he bailed out. According to directions, he began to count to ten before he pulled the ripcord. He counted to ten, pulled the ripcord but nothing happened. "Well," he said to himself, "I believe I must have counted too fast, I should count slowly." He was going earthward at a terrific rate, but he counted slowly this time—1-2-3-4-5-6-7-8-9-10—pulled the ripcord but nothing happened. He said: "This is a hell of an army. I suppose when I get down this damned bicycle won't work!"

The chairman said I was once a bricklayer. I do not know why they always need to bring that up—but I was, I will confess. I remember that when school closed in June I would go out in the summer and make enough money so that I could afford to teach in the winter!

From old Pat Mullen, one of my former bricklayers, I picked up a story that had a good bit of philosophy in it. He was really a great bricklayer; he could do everything. I was a young lad starting out to learn the trade. I looked at him one day with admiring eyes; I said, "Pat, did you ever see anybody who could beat you laying bricks?" He said, quick as a flash, "Yes, but I never let him do it."

I think America is probably at the crossroads in our progress toward achieving the kind of civilization of which we have dreamed down thru the decades since the founding of this nation. As I look out over this group, I see a force for good in this world which cannot be equalled by any other group equal in number in the United States.

Yes, I was a bricklayer and I learned something else then. I learned something that I think you and I as school teachers ought to learn better than we learned it—I learned the value of organization. I look forward to the day when the National Education Association can have a membership not merely of 200,000 but of at least 500,000—the great National Education Association and there should not be any association in our profession comparable to it. It should be so large and powerful that all the politicians everywhere will pay attention to us when we speak.

I would like to see the day come when a person who walks up and joins a local education association does just what I did when I joined the local bricklayers' union, and I mean by that that he is joining his local and his state and his national association. That is what we ought to get, and when we arrive at that place, you are not going to have so many concerned about the welfare of education—you will have a voice that can speak to the American public in no uncertain terms about what you think ought to be done in the organization and in the improvement of American education and you will not be talking selfishly either.

I have never been an evangelist, I have never taken up a collection in my life, and I have never done what I am going to do right now, but I am going to make a suggestion to you and I want you to remember when I make it that I am reasonably busy—perhaps as busy as anyone in the room. I do not have any time for sideshows that are not worthwhile, but I am going to make this suggestion to you tonight. I suppose there are about 4000 of us here. I would like to see how many of you I can get to make a pledge with me for our Association. I have never had an office in this Association,

I have been a member since I started to teach school, and I am a Life Member. I am as proud of it as I am of anything I belong to.

This is the pledge I am going to make to you, Mr. Givens, or superlative in an executive and administrative capacity in our Association, that between now and October 1, I will find in our profession five people who do not belong to the National Education Association and I will get their names on the dotted line for you. How many of you are willing to say that you will do the same thing? How many of you will get five additional members for this Association?

I think they have all said they would. You have the names, because you have been keeping an attendance record here, Mr. Givens. I will not tell you just what you can do, but if I were in your place, I know what I would do. I would write a letter to each person, check up by October 1, and ask who the people are who have come into the Association in the last three months as a result of your individual efforts.

You can do it. Let us stand behind our organization. Maybe there is something you do not like about what the Association has done. I think I could mention some things that perhaps I would say could have been done better. We are just human, you know, all of us—but the Association is a great organization and I want to express my personal appreciation and the appreciation of the U. S. Office of Education for the fine support that you, individually and collectively thru this Association, have steadily given to the efforts we have made in the Office of Education to advance the cause of our democracy thru organized education.

This year marks the seventy-fifth anniversary of the establishment of the U. S. Office of Education under its statutory injunction “to aid the people of the United States in the maintenance of efficient school systems and otherwise promote the cause of education.” In honor of the occasion I have been invited to speak to you on the subject of education in the United States during the past three-quarters of a century. I welcome the occasion not only as an opportunity to acknowledge the debt which the Office of Education owes to the National Education Association for its support thruout the years, but also as an opportunity for us to consider how we may collaborate in meeting the educational issues of the present and the future.

First, then, let us take a quick look at the progress which the people of the United States have made during the past seventy-five years in the establishment and maintenance of efficient school systems. Dry as most statistics are, and I suspect as are some statisticians, nevertheless I want to invite your attention to a few statistical facts which will serve to highlight the contrast between *then* and *now* in education.

Then and Now in Education

Then: About 7,000,000 children were enrolled in elementary schools.

Now: Almost three times that number are enrolled.

Then: Public high schools enrolled a scant 80,000 students.

Now: Our high schools enrol some 7,000,000 pupils, an increase of al-

most ninetyfold; whereas in the same period of time the total population of the United States has increased only about threefold.

Then: Higher education was the privilege of the select few.

Now: An army of more than 1,333,000 youth crowd our colleges and universities.

Then: Only 57 percent of the children and youth, five to seventeen years of age, were enrolled in schools.

Now: More than 85 percent of our young people of these ages are in school.

Then: Only about 1 percent of total enrolment in elementary and high schools were enrolled in high schools.

Now: More than 26 percent are enrolled. Indeed, two-thirds of our youth of high-school age are enrolled in high schools.

What is the significance of these facts? It is this. The last seventy-five years have seen a larger and larger proportion of children and youth staying in school for longer and longer periods of education—to say nothing of the millions of adults who take advantage of extension classes and evening courses in a program of lifelong learning; that there has been in progress a continuous and continuing democratization of educational opportunity for young and old alike. This democratization of educational opportunity may be fairly regarded as the crowning social achievement of our American way of life. Never before in the history of the world has any nation attempted to provide such liberal educational opportunities for so large a proportion of its people.

Democracy takes pride in the essential fluidity of its social structure, in the ease with which individuals of outstanding ability may reach the top in their various special fields of endeavor. American democracy has proclaimed equality of opportunity, and the obvious corollary of that doctrine is the equalization of opportunity for all to acquire knowledge and training as the basis for an equal start in the competitive race of life.

Not that we have attained perfection. Our educational achievements, impressive as they undoubtedly are when viewed in broad national perspective, are nevertheless still short of our democratic ideal. Thus the Army reports that a study of the educational background of white inductees of the last two years shows that 41 percent of them had completed high school as compared with 9 percent during World War I. Yet the report shows further that men of military age in the West are better educated than those in the North while men from the South are less well educated than either of the other two groups. This Army report merely serves to confirm what most of us have long known, namely, that some sections of the country and some segments of our population still share unequally in the American bounty of educational opportunity; that the task of educational and social statesmanship during the years ahead must be to meet these three major challenges: (a) the equalization of educational opportunities afforded children living in rural as compared with most urban areas; (b) a more equitable provision of facilities for the education of Negroes; and (c) the making of higher education effectively free for all youth of talent.

Our educational progress in the last seventy-five years is only partly revealed by statistics of school enrolment or of grade attained by the adult population. More important than the quantitative progress which such data reflect has been the qualitative improvement of education. Consider the quality of the teaching staff, for example. There was a time when the stereotyped picture of schools and schooling in the minds of many citizens was of an immature and untrained young lady hearing children recite their ABC's or drilling recalcitrant youngsters in the memorization of the multiplication table. Yet you and I know, generally speaking, that that picture of education is as anachronistic today as would be the horse and buggy as representative of modern transportation. We know that the modern school is not primarily a place where children are required to memorize lessons in order that they may be recited to a teacher. Rather, we know that its purpose is to promote the growth and development of all the powers and capacities of the student. Gone is the sour-faced, martinet-type of teacher and in his place is a human, understanding, and professionally trained guide and friend. Gone is the concept of school discipline which was built upon stern repression and fear and in its place has come the democratic sharing of mutual concerns, with self-discipline and self-reliance the outcome.

I realize, of course, that one must qualify any such general statements by an acknowledgment of the existence of individual exceptions. Just as we can find some schools in the United States today that are quite as primitive as those of 1867 in their physical equipment, so we can doubtless find a few teachers and some courses of study that represent anachronisms also. But, by and large, the generalization stands that not only in increased enrolments and in more adequate buildings and equipment but also in better trained teaching staffs and in curriculums more adequate to the needs of youth in contemporary society have the schools of the nation made remarkable progress over the years. When the life of the nation was threatened, when our country had need of all the strength it could muster to defeat the ruthless and powerful enemies of freedom, its schools were not unready to make their unique and indispensable contribution to the common cause. The response of the schools to the challenge of the national crisis has been magnificent. Let me take time to review for you briefly only a few of the significant contributions which the schools have made and are making to the war effort.

Schools and Colleges in the National Emergency

I need hardly regale this audience with any detailed account of some of the ways in which the schools are serving to bolster the war effort. All of you who are on the firing line of education know in intimate, personal detail many of these things. You know first of all how the schools and colleges are conducting vocational and technical training classes, both for youth and for adults, to give them the knowledges and skills necessary for wartime production. Since last July 1, more than 3,000,000 enrolments in defense training classes have been reported. Parenthetically let me suggest that teachers while in "the Mile-High City" should not fail to look in on

the Denver Opportunity School, one of the country's notable examples of this defense training program. I understand that more than 8000 war production workers have been given training by the Opportunity School this year apart from those enrolled in the extensive day and evening courses for adults in office occupations, distributive trades, homemaking, as well as trade and industrial occupations.

Second, you teachers know also that the schools are giving increased emphasis to courses which help youth to understand and to appreciate our democratic heritage; to courses which help to make clear what the war means to us and to the other United Nations. You know too that the schools in many places are becoming the centers for adult discussion of war aims and problems; for civilian defense activities which involve school participation with the whole community in cooperative wartime projects. You know that the schools are helping to raise funds to finance the war effort thru the sale of war savings stamps and bonds; that they are opening and operating nursery schools for the preschool children of mothers at work in war industries; that they are safeguarding the health and safety, and increasing the physical fitness of their youthful charges; that they are conducting classes in first aid, home nursing, and nutrition; that they are sponsoring school and home garden projects; and that in a score of other ways they are contributing to the war effort.

Gone for the duration is the notion that schools are cloistered institutions to be open from 9:00 A.M. until 3:00 P.M. during nine months of the year and closed for the long summer vacation. In many communities today the schools are busy with educational activities from early morning till late at night; hundreds of schools operate twenty-four hours a day, seven days a week.

As the civilian defense activities of American communities come increasingly to revolve around the schools we may well expect to discover a new and permanent orientation for education. Education will come to be regarded in the minds of citizens not as a thing concerned primarily with academic rituals but rather as concerned with the accomplishment of vital purposes in the everyday lives of men and women. As the schools are thrown into closer contacts and relations with real community conditions and problems, teachers will come to develop a more sympathetic understanding of the individual personalities in their care; will see the intimate relationship of the environing influences of home and community to the development of individual youth; and will be led more actively to campaign with other groups for the removal of harmful community influences and for the strengthening of character-building agencies.

No group realizes better than do the teachers of America that along with its many opportunities for service the present war has brought to the schools numerous vexing problems. Time will permit me to discuss briefly only a few of them.

First, there is the pressing problem of an impending teacher shortage. In addition to those male members of the teaching profession who are being drawn away by the draft and by enlistment in the armed forces, there are

those other teachers who are being attracted to better paying wartime jobs. One estimate is that we shall have a shortage of more than 50,000 teachers in the coming school year. This teacher shortage will probably be especially acute in rural areas where teachers' salaries are notoriously low. It may result in the closing of a considerable number of schools, to say nothing of the lowering of teaching standards in many others, unless constructive measures are taken this summer to deal with the problem. The Office of Education has been active thru the Wartime Commission both in studying this problem and in proposing measures for relief at critical points. One of these critical points is the anticipated shortage of teachers of mathematics and physics in the secondary schools and colleges. Both the Army and the Navy have been urging a greater emphasis upon the teaching of these subjects as the underpinning for mechanized warfare and for the technical specializations of the armed services. But with the demand increasing, the supply of well-trained mathematics and science teachers is diminishing. That means that more teachers in preparation will need to take training for these fields; other teachers in service who have some background training in mathematics and sciences must refresh their knowledge so that some teachers of English and Latin, for example, can next year handle one or more classes in algebra or geometry or physics. Only within the last two weeks the Office of Education has announced a plan by which more than 200 institutions of higher education, one or more in every state, will offer special courses to teachers this summer to be started soon in the subject-matter of physics and mathematics without tuition charge so that the teachers may be prepared for their duties in the fall.

It is true that a few people seem singularly unconcerned about the teacher shortage problem or, indeed, about the prospect of schools closing. A letter recently came to my attention, written to her congressman by a parent in the rural area of one of our states, naively proposing that the Congress declare "a national school holiday until September 1943." Apparently she believes that this war is going to be a short one, since she argues for only one year's cessation of schooling. But what if the war lasts five years or ten years? Obviously, whether this is to be a long war or a short war one thing is certain. No one can just "sit this one out" at home. Everyone, including the children, will be more or less directly affected by the war's demands. We *are* anxious to protect as best we can the lives of children at all points possible. We feel assured that they will be provided with adequate food and clothing and shelter. But what about their mental and spiritual nurture? Should we not be resolved to try to keep their basic convictions concerning the nature of their world as healthy and unembittered and unwarped by fear or hate as possible? For when the war is ended the battles will not all have been won—the fight for the creation of a free world will continue; and courage and understanding and personal competence will be sorely needed then to win that postwar world of freedom and justice for all. That world may not be won in your generation and mine. Whether it be won at all may well depend in last analysis upon the quality of the citizenry now in the making in our schools. The logic seems clear and the

conclusion inescapable that the quality of teaching for the 30,000,000 children and youth in our schools must therefore be sustained and if possible *improved* even in the midst of war.

That brings me to the second problem I want briefly to discuss, namely, the impending funds shortage. With our national effort to avoid inflation by siphoning off excess war-born purchasing power thru heavy federal taxation, it is not unlikely that we may witness the attempt drastically to curtail school expenditures. Your National Education Association is alert to this danger. State associations must also be prepared to meet attempts to whittle down school funds. The battle cry is "Sell not the day to save the hour." We must all be vigilant to see that necessary school expenditures and supporting tax levies are not cut in crippling amounts under the mask of furthering the war effort. Again let me refer parenthetically to the Opportunity School here in Denver to point a moral in this matter of school support. The moral is this: When such opportunities for realistic and effective adult education as the Denver Opportunity School provides exist in many more of our communities we shall discover that we have therein one of the best forms of insurance against the success of local school tax-reduction pressure groups. We shall learn what the Denver schools already know, namely, that when many voters are themselves going to school they will not permit the tax reductionists to emasculate the school system in time of war or at any other time.

A third problem facing education in the year ahead is concerned with the eradication of adult illiteracy. The disclosures of the 1940 Census, with respect to this problem, should shock the nation into remedial action thru its schools. More than 10,100,000 adults, twenty-five years of age and over, in the United States are functionally illiterate, that is, they are unable to read a newspaper or to write a letter or to do simple arithmetical computations. Not only does this functional illiteracy among 13.5 percent of our adult population handicap us in the mobilization of our manpower for specialized war production and for military training but it also stands as a blot upon our democracy and a peril to our institutions. Demagogues thrive in the acid soil of ignorance and illiteracy; intolerance and prejudice find roots in minds unopened to the light reflected from the printed page.

Several months ago the War Department determined that in order quickly to master the work of a soldier in modern warfare a degree of literacy, represented by completion of the fourth grade in school, should be the requisite of selectees. Large numbers of selectees have been unable to meet this minimum requirement. According to the selective service at least 150,000 of the men already rejected because of functional illiteracy would have been physically eligible for military service; that means approximately fifteen divisions are lost to us.

Nor are the functional illiterates all foreign-born or Negroes—4,200,000 of them are native-born whites, 3,100,000 are foreign-born, and approximately 2,700,000 are Negroes. They do not all live in the South—New York State has over a million; Illinois has 462,000 who would fail on a simple literacy test.

Is it any wonder then that Senator Elbert Thomas of Utah, in addressing the U. S. Senate recently on the federal-aid-to-education bill, said:

Certainly the last war and this one should have taught us that the availability and quality of educational opportunity in every nook and corner of the Union is a matter of concern to the nation. . . . It is by no means sufficient, important as it is, that we merely try to provide schools for these neglected people now that the crisis is upon us. Illiteracy, the product of educational neglect, must be stopped at its source; and that can be done only by giving educational opportunity to the children—all the children of all the people of America.

Senator Thomas rightly calls upon the representatives of the people to take the long view in meeting legislative needs disclosed by problems of today.

Before concluding my remarks I, too, would ask you to cast a glance somewhat farther ahead than the next school year and to consider briefly certain prospects for education in the postwar period.

Education, as with life, does not work in the past or for the mere ends of the present, important as they may be. All education, as with all purposeful action in life, looks to remoter ends in the more or less distant future. Planning has reference to those ends and that future. Education, too, must plan ahead. All over the nation educators are beginning to give serious thought to postwar educational planning. Since schools are charged with their telic function by the society of which they are a part, their plans can only be projected in terms of the sort of postwar economic, social, and political world that will probably emerge.

All planning for education in the postwar world must needs proceed on several assumptions: first, that the United Nations will be victorious; for unless the Axis be decisively defeated, planning is futile. Only free men plan their lives, slaves must obey their masters. Second, that the immediate postwar readjustment period will require the use of all the resources of the United Nations for the relief and reconstruction of war-devastated nations. Millions will be homeless, farms laid waste and cities gutted, transportation disarranged, and war industries idle. Yet, viewed in terms of work needing to be done, there ought to be no postwar collapse of production, even though there may be a temporary period of economic readjustment during which all the resources of government must be employed to redirect our industrial life. Third, that the general objectives set forth by the Atlantic Charter will continue to be sought by the United Nations in cooperative postwar action; that we shall not again revert to the normalcy of private cupidity and unrestrained selfishness, of an ostrich isolationism, and of a blind refusal to assume our proper responsibility in the organization of a peaceful world. On the basis of such assumptions what are some of the important elements in a plan for education in the postwar years?

Let it go without saying that education has a responsibility to keep alive memories of the past, to quicken intelligence, to kindle imagination, to foster beauty, and to further aspiration in the youth of the land. But education has the further duty also to prepare youth for the days and the years which lie ahead—years in which they must be prepared to fight against the resurgence of the age-old barbarisms of ignorance, hate, and

slavery; prepared to do battle for a free world; fit to be free individuals. How can the schools plan so that they will measure up to their responsibility?

No one would be presumptuous enough to attempt in his individual capacity to propose the exact and detailed measures which the schools will be called upon to undertake if they are to meet fully their responsibilities. But I hope that I may be forgiven if I suggest without elaboration or defense five general theses which it seems to me evident that planners for education in the postwar period should consider.

1. We must plan for the physical reconditioning of education upon the basis of a nationwide survey of school plant facilities in relation to areas of school attendance and of administration.

2. We must plan for the more adequate financial support of education in a broad program to equalize more nearly educational opportunities thruout the nation.

3. We must plan for the extension and expansion of educational services to younger and older age groups, to exceptional children, and to other educationally underprivileged groups in our population.

4. We must plan for the expansion and vitalization of the curriculum, especially in the broad areas of education for work and for avocation, for health and for physical fitness.

5. We must plan to give such assistance to other nations as we can and may in the mutual effort to develop sound educational underpinnings for a wider commonwealth of democratic peoples. For education and democracy are inextricably interdependent; freedom, for all men everywhere, must be won and cannot be imposed by any new order; a liberating education for individuals is therefore basic to a concert of free nations. As Vicepresident Wallace has so well said: "Everywhere the common people are on the march. Thousands of them are learning to read and write, learning to think together, learning to use tools. . . . When the freedom-loving people march. . . . When the children of all the people have an opportunity to attend schools which teach them truths of the real world in which they live—when these opportunities are open to everyone, then the world moves straight ahead."

FOURTH GENERAL SESSION

CALL OF AMERICA

This pageant, given in the unique Red Rocks Amphitheater in the foothills of the Rocky Mountains, consisted of the following:

Prologue—Ballad for Americans

Part One—Yesterday's Americans

Episode 1—The Pilgrims

Episode 2—The Voice of Freedom

Interlude—Colorful Colorado

Part Two—The Americans of the West

Episode 1—Land of the Red Men

Episode 2—The Pioneers

Epilogue—The Red, White, and Blue

FIFTH GENERAL SESSION

PROTECTION OF CHILDREN IN WARTIME

MRS. WILLIAM KLETZER, PRESIDENT, NATIONAL CONGRESS OF PARENTS
AND TEACHERS, CHICAGO, ILL.

I am indeed happy to be able to come before you and bring you the greetings of the National Congress of Parents and Teachers. The evening is not long enough for me to enumerate the many points of appreciation we have for the things that you do as individuals for our children and the things you do as a national organization, but I am pleased to be able to tell you a little about the things we are thinking regarding the children and their needs during this wartime.

Reason makes immediately evident the fact that children are the nation's greatest asset, yet it is the children who are most neglected in the nation's plans for winning the war, strengthening democracy, and establishing a lasting peace. The full import of this deplorable negligence cannot escape those who know that ultimate success in achieving these national objectives, especially the last two, will definitely rest on the shoulders of the generation that is now of school age. In the name of war economy, public services for children are being weakened or destroyed. Federal, state, and local budgets of the agencies safeguarding the health and social welfare of children are being cut without regard to the increased need for these services under war conditions. School budgets are being slashed in the face of rising operational costs. With their curtailed or at least static incomes, schools must compete for personnel with defense industries that are paying unprecedentedly high wages.

This problem is especially acute in rural areas where salaries have been disgracefully meager for too long a period. When we think of children in wartime, we must give special heed to the children in rural areas whose schools will not be able to open this fall for lack of teachers; of little children in crowded defense areas with no place to play except on trailer steps, who need nursery school and safe play spaces; of children of working mothers for whom provision should be made for day care and care after school hours; of children drafted into industry at the expense of their education; of children working patriotically in the fields, but for whom physical and social safeguards have not been provided.

When we vision a strong America, too many of us think only of military and naval strength, of economic and industrial efficiency. For the enormous task before us, we must also have a well-nourished people, a people free from sickness and disease; but even more, we need a people who know the goals of democracy and who have the inspiring faith in its principles that compels them to the acceptance of its obligations.

All these things challenge the home and the school. They challenge the two great organizations of which we are representatives—organizations that mobilize the forces of education and the homes of America. They challenge us to even greater cooperation than we have ever achieved before.

This is a time when the nation is weighing and measuring every resource it possesses. With its material resources, it not only considers the available supply but conserves and develops future sources of supply. Why is it not equally important to follow the same procedure to insure adequate human resources?

Under the pressure of making every ounce of national effort and every dollar of national wealth contribute to the winning of the war, there is danger that communities may fail to evaluate as carefully as they should the services that they must give their people, especially their children. Certain services, altho they contribute indirectly to the war effort, play such a fundamental role in fulfilling human demands and in making intelligent, concerted effort possible, both for today and for tomorrow, that we dare not underestimate them. A continued stream of trained men and women is essential if we would win the war and if we would play a part in the making of a world society in which all men can live in freedom and justice. We may be much too optimistic about the timetable of this war. The boys and girls in school today may be the doctors, nurses, engineers, chemists, and physicists whose skill will take us thru to final victory. If this is so, then the schoolroom is the most important workshop in our production effort.

We are considering the re-education of thousands of young men who were rejected for army service because they had not gone beyond the fourth grade. The hour is late for rectifying the lapse in meeting our vast responsibility to these young men and to society. Modern armies have no place for illiteracy; nor does modern society have a place for it. The American ideal is based upon the concept of equality of opportunity. We cannot deny any group of children education, even "for the duration." We cannot impress too firmly upon ourselves and upon those in authority that children cannot wait. They cannot relive precious years when the rightful benefits of those years have been lost thru lack of educational opportunity.

The best place for children during the war is in the school. Therefore, we must not shorten the school year either in the name of economy or in the name of labor shortage. In some areas the school curriculum has been curtailed for the sake of economy. Such curtailment may prove penny-wise and pound-foolish. Schools have a greater function than that of turning out good readers, legible writers, and correct spellers. We are looking to the schools to prepare our sons and daughters for living effectively as full-fledged citizens of a democracy.

When we say, "Hold the school line," we do not mean that changes in curriculum are not in order or that everything that has been done in the past should stand. We do mean that changes should be made only on the basis of doing a better job; that the curriculum should be changed in order that it may be enriched and made to serve more effectively the broadening purposes of education; and that economy alone should not be the determining factor.

Equality of educational opportunity has never really existed. Children have been denied it because of the place in which they happened to live.

True equality between states can be achieved only thru the use of federal funds. The great migrations of the past year prove more conclusively than any words that all states must share the liability of illiteracy and poor education, and that it is definitely the concern of prosperous states when their poorer neighbors are unable to furnish adequate schools.

Equalization within states, too, must be accelerated. The plight of the rural schools today indicates the great need. There is great danger that hundreds, perhaps thousands, of rural schools will be unable to open this fall because they will not have teachers.

The recruiting and retraining of women with previous teacher training is only a stopgap and does not touch the basic cause of this shortage. We have not made teaching in rural areas an "honorable estate." Our attitude toward the job and the salaries we pay rural teachers are more revealing than our protestations. Rural teachers are finding greater rewards and even more honor in working at semiskilled jobs in war industries. If we are really honest in our endeavor to give equality of opportunity to America's children, we must raise the status and the salary of the rural teacher and the quality of instruction in the rural school.

The great readjustment of our economic and industrial life during the last few months has had a considerable impact upon American homes. Here, too, major adjustments have had to be made. These adjustments have dealt with the changed economic status of the family, the withdrawal of commodities thru priorities, and the limitation of transportation. Deeper than the adjustment to material shortages are the emotional adjustments resulting from the breaking of family ties as members have been called into the armed forces and from the uprooting of families in response to production demands. These are causing increased strain on children and this strain is being reflected in schoolwork and in the rising juvenile delinquency rate.

I have isolated for particular emphasis only a few of the problems that we share in common. School men and women realize that school walls no longer shut them in from the community and the things that are happening there. Education is the building of men and women for living successfully in an exacting world. Education has an increasing responsibility for the direction human affairs take. Homes too are recognizing their social responsibilities and parents are discovering the truth of John Dewey's famous words, "What the best and wisest parent wants for his own child, that must be the community want for all of its children."

Schools and homes, teachers and parents, the NEA and the NCPT working together can protect childhood's inalienable right to health, social protection, and equality of opportunity for self-development—not in spite of the war but because the nation's need makes it a patriotic obligation to develop and conserve America's greatest asset, her human resources. Our future and the future of the peoples of the world rest in the hands of the children and youth of today.

EDUCATION AND DEMOCRACY

THE HONORABLE PAYNE RATNER, GOVERNOR OF KANSAS

In this great convention that you have been having, I am sure you have been striving for direction, striving to reach definite conclusions about what you should do, and I hope you have reached those conclusions more definitely and constructively than did two preachers that I heard about recently. A Presbyterian pastor and a Methodist pastor were debating the present and possible millennium question. You know, the Presbyterians sort of take the view that hell is very definite and certain at a certain time and the Methodists sort of take the position that punishment may be postponed thru several eons of time until the final Judgment Day. The debate waxed warm and the Presbyterian pastor could not stand it any longer. He grabbed his hat and as he got to the door he turned around for the final shot and said, "Well, I would rather be a Presbyterian and be sure that I am going to hell than be a Methodist and not know where the hell I am going!"

This opportunity of addressing representative teachers and leading educators of the United States is one which I deeply appreciate. I say this not alone because of my personal interest in educational matters but because of what your profession means now, and can mean, to America's future.

The world is undergoing swift and powerful significant changes. Every day and every hour, the destiny of all humanity is being forged in the fires of total war. Every day and every hour, it is increasingly plain that we are defending not only our present freedom but the liberty of our posterity. Every day and every hour, it becomes clearer that, in winning the war, we must also win the peace, or war will return again.

This is a time of great stress and strain. It is also a time of vast and sweeping changes. We are adapting ourselves to a new and faster tempo of living. America is geared to the war effort militarily, industrially, agriculturally, and economically. Our military leaders are using new weapons, new methods, and new tactics. Industry is adapting itself to modern needs and reaching toward the higher goals the times demand. Agriculture is changing methods and plans to meet the needs of the hour. Economically, America is working and sacrificing as never before. The rich economy which had made ours the most profligate nation on earth is being brought down to a basis of war realities.

With manpower, money, materials, and morale, with everything it takes to win, we must carry the fight to our enemies. We must beat them at their own game, on their own ground. Those bloodthirsty brothers in brutality now challenging the world must be answered in language they can understand. We must out-fight, out-produce, out-think, and out-last them. This we must do, and with the help of God we are going to do it.

In each of these principal fields of our war effort—military, industrial, agricultural, and economic—education has its vital role. It is the keystone of the entire structure. Without men and women taught to think, work, and act intelligently, America would be powerless. It takes trained minds to lead a successful army. It takes skilled hands to produce the weapons and

supplies of war. It takes knowledge, training, and leadership among all groups.

Education is fundamental. It is an Atlas carrying upon its shoulders a world desperately in need of sound guidance. It is the heartbeat of liberty in the breasts of free men who must free the world. Since education is the foundation of our entire effort, America is making educational readjustments. Like our military establishment, education is adopting new methods and new tactics. Like industry, education is converting its tools to new uses. Like agriculture, education is solving new problems.

Nor is education concerned alone with meeting the challenge of the present day. It looks ahead to the future, to the new world of tomorrow, and seeks to adjust its service to the postwar period.

You and I know that America was not militarily prepared for this war. We know that we were not prepared industrially or in any other way. Much as we had prided ourselves upon our educational advancement, we must now admit that we were a long way from being prepared educationally. It is shocking to find that thousands of America's youth cannot serve in the armed forces because of basic educational deficiencies. Thousands more, including graduates of our colleges, are proving disappointingly inept at war jobs requiring specialized knowledge or technical training. The health level of many is far below the requirements for military service. What a tragedy for them and for America!

Right now, our Army, Navy, and Marine Corps need men with a knowledge of mathematics, engineering, English and foreign languages, medicine, and scores of professional skills and vocational crafts. The fact that such men are hard to find in the numbers we need now, even tho millions have gone thru our high schools and universities, sounds a solemn warning. Education is heeding that warning by making readjustments and getting in step with the times. Yes, education has had its Pearl Harbor. We are not proud of having been caught napping educationally. But we are determined that it will not happen again.

During every war crisis it has been necessary to make educational readjustments. Always, the way has been difficult. Always, those who oppose the broadening of educational opportunities use war emergencies as an excuse for sabotaging educational progress. All too often, the enemies of education win out. Vigilance, now as always, is the price of education.

In the last war those who had been sniping thru the years at our educational system brought up their heavy artillery. They advanced thru a smoke screen of misinformation. They attacked with barrages of false economy. They bombed with propaganda and misinterpretations. Under the guise of aiding the war effort, they built a backfire against educational progress.

During the First World War period, the amount spent for education in this country decreased 40 percent. School budgets were ruthlessly slashed. There was an exodus of capable teachers from the profession. Many incompetents were employed to take their places. Because of blind prejudice and passion, the pattern of orderly education was shattered. The music, art, and literature of enemy countries were barred from many schools and from

American life in general. The seeds sown during that period are being reaped today. To an important degree they account for our educational Pearl Harbor.

Once again, during this war, enemies of education are attacking. Some are prejudiced; some are misinformed; some are simply apathetic. But no matter what their motives may be, they are combining against the progress of education. The selfish, the ignorant, and the unthinking all work together. Men and women like you, trained in the field of education, must meet this challenge. Upon you falls a triple responsibility. You must take the lead in opposing unwise retrenchment. You must help safeguard the progress thus far achieved. You must redirect education in adjusting itself to meet the needs of today and of the future. The entire educational program must be re-evaluated.

However, the responsibility does not rest upon you alone. It rests upon laymen as well as upon those of your profession. All of us must put our shoulders to the wheel. Speaking for myself, as a layman, I pledge you every aid and assistance within my power.

If there are frills and nonessentials, they must be eliminated, as in everything else. At the same time, we must modernize and revitalize the essentials. But before we start cutting, let us be sure of our ground. This is certainly no time to yield to the fanatics, the misinformed, or the economists who are penny-wise and pound-foolish. On the contrary, this is a time for education to advance with the greatest strength at its command. Retreat is unthinkable.

Today, we Americans are spending billions for armaments and war supplies. Ungrudgingly, willingly, without counting the cost we are producing the greatest flood of ships, planes, guns, and food since the dawn of time. Materially, we have no thought of stinting. America is "the arsenal of democracy" and the larder of freedom's people. Giving so much and doing so much we cannot afford to be "too little or too late" educationally. Education is too important to the entire effort to march on half rations.

Our schools must not be blacked out or dimmed out. Education must not play second fiddle while the world burns. The destiny of America, and perhaps of the world, depends upon keeping the lamp of education burning high and bright. Its power must not be weakened or its light diminished.

It is true that readjustments must be made to meet changing conditions. The war has taught us the tragedy of having too many trained for white-collar jobs, too few trained for vocational tasks. We must utilize our existing educational facilities to the fullest extent to make up this deficiency. The classroom must be geared into the war effort. Education must get into the production line. It must be in the fields with our farmers. Wherever Americans live and work, education must play its essential part. To help solve the vast, diverse problems of today and of the years ahead, there must be adequate and comprehensive educational preparation. We must have a proper ratio of trained economists, governmental leaders, sociologists, and scientists, along with the welders, mechanics, and craftsmen. There must be a balance of skills and knowledge in proportion to needs.

These are days of great shifts in population. Some of our cities and smaller towns are dwindling away. Others are spreading out, as war workers move in on the tide of industrial booms. At the same time, our entire farm economy is being revamped. All this means that we Americans must find the leadership to meet new problems. That leadership can only be supplied by education—a new type of education geared to the new needs of the people. In the same way the world is growing smaller. Now, and in the postwar period, men and women of vision and international understanding must pioneer the way. The development of this leadership is dependent upon a broadened educational program.

Education is no longer merely a community responsibility. It has a national and international concept. America as a whole has a stake in how education as a whole serves us and the rest of the world. Obviously, we cannot advance educationally with part of the nation poorly equipped. There must be an equalization of benefits, with equal opportunities in all parts of the country. There must also be an equality of the burden of school support. In this connection, I should like to cite the example of how my own state of Kansas is proceeding. Real progress has been achieved in statewide elementary-school equalization. Legislation was necessary and, as a member of the state senate in 1937, it was my honor to introduce and sponsor the bill which became the Kansas law. Our poorer school districts, by sharing the state sales tax, are now being aided by the stronger. Educational opportunities are being broadened to reach students in all communities with equal benefit. What has been achieved in my state, and in many of yours, can and should be achieved nationally. Every state, every section, and every community should be afforded educational opportunities on an equitable level.

We know how education is retarded in some of our poorer states. We are aware of the contrasting advancement in other sections. There is a comparative feast at one end of the educational table and famine at the other. But we are not going to obtain an equitable distribution on a national scale overnight. The groundwork must first be laid in our various states, and in the districts within those states. The same is true of teacher welfare. The national level will be raised only in accordance with the will of the various states.

The kernel and core of education will always be found in the teacher. Without competent, devoted instructors in the classrooms, the entire educational program would collapse. I therefore believe that every state should consider teacher welfare as being basic to educational progress. I would rather that my three children—and I say this with all the sincerity of my being—went to school in a tent, sitting on a log, with the sort of a teacher who had the intelligence and the spirit and the vision to teach them good character, good citizenship, ambition, initiative, and the ability to think straight than to have them go into these million-dollar buildings with the finest of modern equipment to a teacher who could not thus inspire them. I think the trend in recent years has been too much to putting our school

money in brick and stone and equipment and not enough in paying a living wage to the human beings!

More than anything else, I am prouder of the fact that I have had some part in raising the wages of teachers in Kansas. Since I have been governor, when they came to a place in the state institutions when the legislature wanted to build new buildings, I refused to agree until the legislature substantially raised the scale of the teachers in those institutions.

In Kansas we made a careful study of securing and retaining competent teachers. We found that some system of retirement was necessary to retain our best teachers and encourage them to make teaching a career, not a stop-gap occupation. On the basis of our own investigation, and drawing upon the experiences of others, we were able to establish a statewide compulsory teacher retirement system by act of the 1941 legislature. As my second and final term as governor draws to a close, I regard this step as being one of the most important achievements of my administration.

In these and similar endeavors, it has been my good fortune to work closely with the fine, able school people of Kansas. Their progressive viewpoints and their willingness to devote endless time and effort toward advancing our educational program for the benefit of the children of Kansas account largely for the success which we have attained. I am indeed proud of the high type citizenship of the school teachers and administrators of Kansas.

One of the immediate benefits of our teacher retirement plan is already evident. While many states without retirement systems have difficulty in keeping their teachers, Kansas is not severely handicapped. This is in spite of the higher salaries many could demand in war work.

With regard to all educational matters requiring legislative aid, I should like to sound a warning: You as educators must pave the way. Legislators as well as the general public must be educated to needs before new ideas will be accepted. It makes no difference how beneficial a proposal may seem to you. If you need legislative help, you must convince your lawmakers thru public opinion. If you fail to convince them, your legislative program will lose. This is one of the practical sides of educational advancement which I offer out of my own experiences as a former state senator and as governor.

I should also like to warn you against trying to institute in any state a program of educational reform so sweeping or so complex that it cannot be digested all at once. Proceed a section at a time. Get one job done, then turn to the next. In the long run, your success will be greater. Once we have obtained "the proof of the pudding" in your state, and mine, we shall be in a strong position to push on toward a national program of practical benefit.

Education must remain basically a state function. The state should do its full share before seeking federal assistance and before contemplating a program of national scope. By this I do not mean to imply that progress on a national scale cannot be achieved. It can be and it is being achieved now. Our land grants to schools and colleges helped establish the opening

wedge. The Smith-Hughes and George-Deen Acts, which came with the demands of the last war, aided in paving the way. With the proved success of these plans as a lever, educators are prying up the lid of public indifference which holds down progress.

The work of the National Education Association has piloted the course and will break the trails of the future. Thru your forward-looking, able leadership you must continue to enlighten our people as a whole to the needs of education and to the need for education. You must continue to resist all attempts to sabotage education. You must formulate programs, advance detailed plans of action, and arouse public sentiment in your favor. This you are achieving by working together as a group, dedicated to one great objective—educational progress.

One of the most important problems to be solved, chiefly thru the NEA and its members, concerns federal aid for schools. Since education is a national responsibility, our federal government can, by participating more fully in its program, help achieve national equalization.

Experiences in many of our states have helped draw the blueprint which the nation as a whole can follow. If state aid to schools is feasible, it should be practicable on a national basis. The progress being made in our states toward equalizing educational opportunities offers encouraging proof of greater possibilities on a national scale. However, it must be realized that many citizens, sincerely interested in education, will oppose federal aid to schools because of the dangers of possible federal control. We must realize that the arguments of these people are made in good faith and are based upon honest convictions. To understand the viewpoints of those sincerely opposing federal aid, let us consider both sides. This must be done in order that pitfalls and dangers may be avoided in the program ultimately sponsored by our educational forces. I do not want any misunderstanding about what I am going to say now. It may not be popular with some of you but I am going to say it because I believe it with all my heart and soul from practical experience. I want to make it clear in the first place that I am wholeheartedly and 100 percent for federal aid if it is achieved without federal control, which means that I stand for just the same thing as you do, because you would not want federal aid with improper federal control.

May I express a warning which I think is of the greatest importance for you and me and all other sincere friends of education to have in mind at all times in working for federal aid.

In many fields, federal aid involves both a promise and a threat. Federal aid can be a two-edged sword. In devoted hands, it can be an implement of progress. In other hands, it can be a weapon of destruction. Federal aid of any kind may or may not mean federal control. But all too often the power which holds the purse strings also holds the noose which strangles free institutions. I join with you in rejecting any plan of federal aid wrapped up by scheming politicians and tied with galling chains of federal control. In pointing out these dangers, I am not crying "wolf" without reason. Those of us in charge of state government have met the wolf of

federal control upon our own official doorsteps. We have seen his fangs and felt his claws.

We have discovered "the iron hand in the velvet glove" in such matters as federal aid to highways, social welfare, and the employment program. In almost every instance involving federal aid, we have found insistence upon federal control. That sort of federal aid to our schools would sound the death knell of democracy in America. We must not and will not sell our birthright of educational freedom down the river that flows toward dictatorship. Men and women like you have the chief responsibility of safeguarding educational freedom, of deciding wisely, and of leading our people along safe paths of educational planning.

Without discussing any particular plan of federal aid for schools, I think we can agree on this: Federal aid is a means toward achieving equality in educational opportunity. Some method must be devised thru which such aid can be obtained without sacrificing the educational liberty of the individual. Always, there have been men who would use the schools as hotbeds of propaganda. Always, there have been men who would use education as a weapon against democracy, and as a wedge for dictatorship.

Properly, we may look to the federal government to supply a share of the motive power for education. But we must make sure that we do not yield the steering wheel to scheming or disloyal drivers.

Any federal aid program accepted for education must be administered by real educators. God forbid that our schools be delivered into the hands of political manipulators. The same principle holds true thruout our American way of life. We have learned from experience that the best government is government of, by, and for the people. The centralization of power in the hands of a comparatively few is dangerous, even in this country. In America, it leads to autocratic bureaucracy. In some countries it has led to dictatorship. As an example of centralized authority in action, look at Germany and Italy. Education in those countries is regimented, goose-stepping at the commands of the dictators. Consequently, educational freedom is gone. Educational progress in those countries, of the kind we Americans want, is impossible. Our problem is to retain our liberty, in education as well as in everything else, so that government remains the servant of the people, and does not become the master.

For more than 150 years, we Americans have met and overcome challenges against our freedom. We have used our form of government as a vehicle for advancement. We have drawn freely upon government for the strength which we could not muster as individuals. In this way, by trial and error, by weighing all possibilities of every question, America has gone ahead. You and I are confident that some safe and practical solution to the federal aid problem in education can be found and put into operation. The specific plan, and the time it will take to find it, depends largely upon the teachers and school administrators like you who must lead the way.

These matters which I have been discussing are for the most part problems which must be solved by leaders in the educational field. I should like to turn to the heart of our entire educational program, to a field in

which all Americans can work. In the last analysis, education's supreme objective is to build loyal, capable citizens, instilled with a burning love of liberty and a resolute determination to preserve our way of life at all costs. To illustrate how my own state of Kansas is attempting to help achieve this type of citizenship, I should like to review briefly the work of the Kansas Commission on Education and National Defense. When the shadow of war began falling across our country, it became clear that education would have to play a stronger, more vital part than ever before. Every free institution in America faced a challenge. Our schools had to join in a vast preparedness effort.

In order to help set our educational house in order for the work ahead, I called a conference of educational and civic leaders of Kansas in August 1940. Men and women from all parts of the state attended and worked out a plan of action. At the request of those who participated, I then appointed the Commission on Education and National Defense, which has since turned from defense to war activity.

William G. Carr of the National Education Association attended the first meeting of the Commission at my invitation. With his assistance, we Kansans have formulated a program now being applied to our entire school system. I do not propose now to go into details but you will be interested in the general objectives. They are: gearing vocational education to the war effort; strengthening physical and mental health; enlarging civic and military service thru education; improving public relations thru community service; fostering wider civic service thru adult education; protecting cultural and moral values; and training citizens for a new era of peace.

To my mind, the paramount goal of our school system must be the preservation and strengthening of the American way of life. Toward this end, there should be a nationwide program thru our schools of revitalizing democracy. The teachers of America have fulfilled in a magnificent way their obligation to instil a love of liberty into the hearts of the young. A nation which produces fighting men like Colin Kelly and Commander O'Hare, and the thousands upon thousands like them, can never question the spirit of its youth. It is equally important that our young people be trained for the prosaic and detailed tasks of nonmilitary citizenship. In the same spirit which prompts them to participate so valiantly in the war effort, they must accept their responsibilities of peacetime. They must be taught by you to vote intelligently and conscientiously in every election, to take an active interest in government, and to fulfil every obligation of citizenship. That is your paramount job.

In addition, education must also train not only boys and girls but all Americans toward a better understanding of and with all humanity. Thru the processes of education, we must find the key to peace and progress among ourselves and among the other nations of the world. When this war is over, and victors and vanquished sit at the peace table, their actions will be representative of the thought and attitude of their peoples.

If we are to emerge from this war with any assurance that it will not shortly flare up again, we must be prepared as a people to help write a just peace and to help maintain an enduring peace. We can only be prepared thru the processes of education, guided by you. We must learn to understand the viewpoints of our fellow Americans and the viewpoints of those in other lands of the world. Only thru understanding, knowledge, and broad vision can we help shape a better world for generations to come.

In helping to solve problems of these war days, in finding solutions for the problems of the immediate postwar period, and in planning for the long years ahead, the educators of America have a tremendously important role. Your influence extends far beyond the classroom. Thru your activities in your communities, your states, and in America as a whole, you are among the leaders who form public opinion—the greatest force in American life.

Down thru the centuries, men and women of learning have carried the torch of enlightenment for others, guiding the footsteps of those who march into the unknown. Today, you are in the vanguard of those struggling thru one of the most difficult periods in all history. To you, our people look for the leadership which must pioneer in the new world just beyond. This is your challenge. This is your opportunity. This is your responsibility. May God give you vision and wisdom and strength, for much of the destiny of America and all humanity is in your hands.

THE UNITED STATES AND ITS NEIGHBORS IN THE WESTERN HEMISPHERE

HUBERT HERRING, DIRECTOR OF THE COMMITTEE ON CULTURAL RELATIONS
WITH LATIN AMERICA; AUTHOR OF "GOOD NEIGHBORS,"
NEW HAVEN, CONN.

We have settled practically everything during these days that have gone, practically settled all the questions of the United States, and now at the last hour I am going to settle with you the affairs of twenty completely separate and altogether sovereign countries, scattered all the way from the Rio Grande down to Patagonia. My heart bleeds for you, but we have to settle Latin America, because important as is Kansas—and I yield to no one in my admiration for Kansas and for all the other states here and between and around—there is always Latin America and you have forgotten Latin America entirely too long. Your schools are chock-full of courses about dead Greeks and perfectly useless Romans, but the live Peruvians and troublesome Argentinians and ever present Brazilians are ignored completely. So you have to stay and settle the matter, then go back to Kansas and do something about Latin America, because I know that in Kansas they do not know where Latin America is. But cheer up, in Latin America they do not know where Kansas is, either.

Let it be said in joy that at last in the United States we are paying attention to the Latin American. At the present time there has burst upon the body politic such a rash of affection for Latin America that you can hardly

explain it. I know, for I have roamed a bit among women's clubs and teachers' conventions and colleges and universities and I have heard the recitations and the papers and I have seen the decorations. Now the thing to do is to look for an armada, if you can, and to pretend that you can sing the songs of "Latetacoca."

From the top to the bottom we are in love with the Latin Americans. Congress will vote a half-billion dollars at the drop of a hat in order to buy all sorts of things for the Latin Americans. We are even willing to lend cruisers, retired admirals, or surplus copies of the *Congressional Record* upon request. It was not always thus; in fact, in relation to Latin America, we had gone thru several stages. All thru the nineteenth century we were alternately entirely indifferent or mildly contemptuous of our Latin American neighbors. Once in a while we sent an expedition to take away some territory from Mexico—that is the way we got a piece of Colorado, if you remember, not to mention Hollywood and other spots to the southwest—but this did not represent affection on our part. We were simply in the real estate business, picking up odd lots.

The period of indifference continued all thru the nineteenth century on down to the very end and then we entered the second period of our relationship with Latin America, which was the period of the great policeman. This began with the Spanish-American War. The Spanish-American War, by any proper test, was not much of a war; it was just a little feud, a friendly little feud. Out of this we got Puerto Rico, the Philippine Islands, and Cuba, more or less. We also came out of the Spanish-American War with Theodore Roosevelt, who was something more of a problem. Theodore Roosevelt was the author of the idea that when your neighbors misbehave, the thing to do is to go in and make them behave. Of course, that takes in a lot of difficulty and so under Theodore Roosevelt began the pleasant custom which was followed on down for a number of years of conducting little expeditions into neighboring countries in order to teach them morals. For example, the Nicaraguans did not conduct exactly honest elections, so we picked up marines from West Madison Street and the offside of Detroit and the wrong side of New York and sent them to Nicaragua to teach the Nicaraguans how to conduct honest elections.

In Haiti, a land with a gorgeous tradition of liberty, the black Haitians proved to be somewhat remiss in paying their debts. This was in the days before it became fashionable not to pay debts. We sent down marines, who took a half-million dollars out of the vaults of the National Bank of Haiti in order to pay back the National City Bank of New York, and then left the marines there for eighteen years in order to teach the Haitians how to vote the straight Republican—or was it the Democratic?—ticket. Furthermore, we discovered the horrible fact that the Haitians did not know how to cook and so we sent nice school teachers from Alabama or some place to teach the Haitians how to cook with butter. They did not have any butter but that did not make any difference either. We went on for a number of years and made ourselves quite ridiculous all thru the regime of Theodore Roosevelt and Taft and on into the days of Woodrow Wilson,

and then we discovered that this whole business did not exactly pay. We were not getting honest elections—the Nicaraguans continued to be almost as crooked as Tammany Hall and Cook County, Illinois; and the Haitians continued to cook quite badly. Finally we woke up to the fact that we might as well get out, that they could mismanage things about as well as we did. Then we entered our third era of our relations with Latin America.

The era of the good neighbor did not begin with Franklin D. Roosevelt. The era of the good neighbor began on a certain day in the spring of 1927, when Calvin Coolidge, with one of those rare flashes of genius that illuminated the entire New England scene, withdrew his ambassador to Mexico and sent down Dwight W. Morrow, of the House of Morgan, in his place. From that day began the era of the good neighbor. Why? Because Dwight Morrow possessed that peculiar gift in diplomacy which consists of liking the other fellow. As Morrow once said rather whimsically to some of us before he went down, "I don't know what I can do, but one thing I know, I shall like the Mexicans." That was brand new. We had had ministers or ambassadors in Mexico for exactly 100 years, it may have been 102 years, and as far as I can remember there were very few of those gentlemen who ever showed any signs whatsoever of really liking the Mexicans. From that day to this, I have seen in Mexico a new life come into the relationships between our countries, because of the work of Dwight Morrow of the House of Morgan.

This is not a partisan speech. I say the era of the good neighbor began with the Republicans, but I also go on to say that never in the history of our republic have we come to a finer understanding with the Latin American peoples than we have during the incumbency of Franklin D. Roosevelt. The credit here is variously divided. Much credit goes to Cordell Hull, much to Sumner Welles, much to a long list of ambassadors and ministers and members of their staffs in Latin America who have really given substance to the ideal of the good neighbor in inter-American affairs. I think that we have reason to be grateful that the old policies of indifference and of contempt have gradually been superseded and that today we are in a position to get along with Latin America as we never were before.

But let us get down to a bill of particulars. Here we are in a war in which most of the Latin American countries have indicated their support to one degree or another. What does it all mean? We know perfectly well that we are not going to win this war by resolutions and by declarations. How does the whole matter of our inter-American solidarity appear to the various parties to the contract? First of all, how does it look to the Latin Americans? I think usually we are tempted to look at it from our own viewpoint, but remember there are 125,000,000 Latin Americans who have very distinct ideas in regard to this partnership of the American countries. The Latin Americans look at us. They say, "You are rich, your budget, your national budget, is how many billions?" We do not know; we have lost track. Argentina's budget is a little over \$200,000,000; Brazil, \$200,000,000; Peru, \$30,000,000; Venezuela, a little over \$100,000,000; Chile, about \$90,000,000.

"You are rich and we are poor. You have armies, you have navies, you have a great industrial plant. We have learned something about what happens to poor, weak nations when they are confronted by great, rich nations. Furthermore, you have been imperialistic. We remember the days when you marched your marines south; we remember your record in Mexico. It is not a nice record. Even your own Abraham Lincoln and Ulysses S. Grant condemned the Mexican War as one of the most unjust in all history. How do we know you will not do it again? You love us when you need us, but do you love us and leave us? That is the question."

I do not see why we should get excited if the Latin Americans do not believe the official tales that go out of Washington in regard to the good neighbor policy or in regard to the reality of our protestations. How do we know what the next election in the United States will bring? How do we know what will come out of the war? How do you know the Latin American point of view? Yet, in spite of it, the Latin Americans are standing by us to a degree that is very remarkable.

If that is the way the Latin Americans think about us, let us look at the other side. How much strength is coming out of Latin America in this united drive against the Axis? Suppose they finally all do declare war on our side? We are caught in a peculiar situation—to be frank, we run the risk of hurting our friend's feelings, but if we are not frank, we get nowhere. Then, in truth I would say that Latin America is a peculiarly dangerous spot, because Latin America is peculiarly vulnerable. Here we have empire builders loose in the world and there are certain areas which are born for trouble and Latin America is one of them. Let me suggest some of the points of vulnerability about Latin America. In the first place, it is big—two and one-half times the United States in area and about the same population. That means there are great, empty stretches. More than two-thirds of Brazil is mostly uninhabited. The whole state of Amazonas in the interior of Brazil, three times the size of Texas, has an average population of one-half a person to the square mile and most of those people are piled up in a few towns. Almost two-thirds of Argentina is sparsely populated. Almost all the people of Chile live in 30 percent of the territory, the central one-third. In Peru and Colombia the story is more or less the same—empty. When you get the empty places, you have the prime invitation to empire builders, people such as the Germans looking for places to move.

In the second place, Latin America is vulnerable because she is rich. If the lady were poor, her honor would be safe, but she is rich. She has rich lands which will raise great crops of grain and fine, fat cattle; she has rich mines which will produce every metal. I do not believe there is a single exception—every metal of which we are short and of which the world is short is there in larger or lesser degree.

In the third place, Latin America is vulnerable because she is poor. It does not make sense, but with all the potential wealth, you have a Latin America whose population is desperately driven by poverty. Here figures do not mean anything. The agricultural workers of the Indian lands are lucky to get eight or ten cents a day. Here you have an index to poverty.

You cannot speak of one-third of all Latin Americans being ill-fed, ill-housed, and so forth—you speak of nine-tenths or more of all Latin Americans living below the level which we would consider decent or possible.

What does that mean? That means that you have an area which is vulnerable again, vulnerable to every one who comes with a cry of hope, whether that cry comes from the extreme left or the extreme right, your fanatic and your messiah has an audience. Furthermore, Latin America is vulnerable because Latin America has not yet shaken free from its feudal ways. The bad heritage of Spain lies heavy; it shows in the land tenure of that whole area. When you go to Argentina, a nation of 30,000,000, you will discover that practically all the best land is in the hands of a few men who control the land of Argentina, a few plantations of 100,000, 1,000,000, 5,000,000, and 10,000,000 acres.

Go to Chile, a nation of 5,000,000 with little good land and yet predominantly agricultural in its economic base, and what do you find? There you find that about 370 farms comprise 52 percent of all the good agricultural land of Chile, of central Chile, which is the only Chile that counts. In Bolivia, altho you cannot get any figures, you know that so-and-so owns so many million acres and that so-and-so owns so many million more and that practically all the Bolivians belong to the land. Peons get so many centables a day and a little for keep. This is another point of vulnerability, because Latin America has not yet shaken loose and found its way out into a world which can grow and adapt itself to new needs. Furthermore, this form of government is a form of vulnerability. You know, of course, it is nice of President Roosevelt to make fine speeches in regard to the great, free union of the democracies of the Western world. He has made a number of them and they are very eloquent, but it is not so. However, that does not make a bit of difference, because it is a good thing that he should make these speeches.

Of the twenty American countries, how many are democracies? First of all, what is a democracy? To get a rough definition that will fit passably well, a democracy is that form of government in which you have elections, in which votes are counted, in which those who get the votes get the offices, in which those who get the offices keep them until the end of their elected terms when they are allowed to retire peaceably to their own gardens and, in due course, to die in their own beds from natural causes.

How many democracies are there? Colombia, Costa Rica, and then a semicolon. Then you put in the word "almost," I guess, and then you put in Argentina and Uruguay and Chile and then you put another semicolon "almost almost" and then you begin to speak about Venezuela, where they sometimes have elections, sometimes count the votes. Sometimes the people who get elected get the offices and then you draw a few dots and dashes and you come clear down to the end of the line and you come to other nations which never have anything approaching an election, never count any votes, and in which no one the people ever thought of voting for ever got the job and there you get a country like Brazil, Salvador, the Dominican Republic, and a few others. What I want to suggest is that lands in

which this sort of governmental pattern prevails are not exactly useful in days when the world is moving as fast as it is today. They do not make the best allies. I am fond of them, but I do not count on them as long as the government is in these forms.

Latin America is also vulnerable because it is undefended. There are twenty sovereign nations with 350,000 men in all their armies and 62 war vessels, mostly out of date.

The last point of vulnerability is the fact that Latin America has the enemy already there. The story of German penetration, of Italian penetration, of Japanese planning is so familiar to you that I need not go into details here, but the enemy is on the job and this complicates the whole pattern greatly.

Latin America looks at us and is afraid of us, but in spite of it has said with almost unanimity, "We prefer to travel with you rather than with the Axis." We look at Latin America and in confidence we say, "We fear for you in a world like this." What then do we want? What do we want for the future of inter-American relations? Here I think that we are again in the position of being indebted to President Roosevelt and to Mr. Hull for defining a new kind of Pan Americanism which is the only kind which will ever work—a Pan Americanism which prophesies a free society of free nations in a free Western Hemisphere, a free society in which no nation will push any other nation around, a free society in which weak little Haiti will have its sovereignty as honestly safeguarded as will the great United States or great Argentina. That is the ideal, but will we get it?

The Latin Americans ask, "What will we get out of the war?" It seems to me that here we have the duty today to say to Latin America, "Yes, we know there is a threat to your sovereignty. We know that if there came a German victory and a Japanese victory that no Latin American country, no combination of Latin American countries, would be safe for thirty days." But we know more than that. We know that if there came only a partial victory for the United States, if Germany was only half beaten and Japan only half driven back, then there would be a threat to Latin American sovereignty from us. We would not will it so. We do not want to be imperialistic and we do not want another bit of territory, but if power is so evenly divided and if we are armed to the teeth against a Germany on the one side and a Japan on the other, no victory is really won. We know perfectly well that the battle will be carried on on Latin American soil, for there is the natural bone of contention between the United States and these aspiring empires.

If it comes to that, the Latin Americans know and we know that we will probably have to occupy Latin American territory, for their safety as well as ours. There would be great unhappiness for us and there would be unhappiness all the way around. It would be very hard to have a doctrine of good neighborliness if we were occupying the territory of anyone else, and so I would say to my Latin American friends that there is just one way to insure the more generous continuance of the doctrine of the good neighbor and that is for every Latin American in every Latin American

country to join with us to a degree which they have not now joined and say, "This is our war." The peon in the high valleys of Peru will be a Japanese slave if the United States does not win; the agricultural worker on the pampas of Argentina will be a German slave as sure as you and I are here, unless the United States wins; the poor peasant of Brazil, cutting his crop, gathering his coffee, will be a slave unless the United States wins. The best thing that the Brazilian and the Peruvian and the Mexican and the Chilean can do is to find voice and say to us, "This is our war as much as yours; count us in."

Let me go on just one step further and talk to you as teachers. We know roughly what kind of a pattern we want in inter-American affairs in the days ahead. We want a generous pattern; we want a pattern in which men shall be free to breathe and speak and free to live. We want an America in which we will have a great variety of countries, each country making its own mistakes, each country blundering on, just as you and I blunder on here. We want a free fellowship of free democracies. But no matter what is done in war, the final achievement of this sort of Pan Americanism is a matter of education, and so I come back to that grateful task which has been done by so many other speakers before me, of glorifying the great American teacher. The only thing I would point out is that up to date the great American teacher has not done much about the thing of which I am talking. There have been few courses that said anything about the Latin American case and there have been few American teachers who knew anything about the Latin American case. A Caribbean cruise or a quick trip into Mexico in the summer time does not make you an authority altho it is better than nothing. From now on, however, we have to take Latin America with the seriousness which we have never taken it before, because unless we create a great body of vigorous, rugged enthusiasm about Latin America, a genuine enthusiasm and not the enthusiasm of expediency, we will never have the spiritual and the moral background to create any sort of Pan Americanism at all.

The Latin Americans are not going to take our protestations at 100 percent unless they are convinced that we mean them. That is your job and so we have a democracy, a democracy of a new kind of international regime here in the Western world. It is not new. It was dreamed 100 years ago by Simon Bolivar, the great South American liberator, one of the most authentic patriots that this hemisphere has ever known. Bolivar, an erratic, wild-eyed genius, but a genius, foresaw the day when the American peoples from Hudson Bay to Patagonia would all be cut up in a great, new, generous allegiance, an allegiance to this new dream of a free America, of a united America, from which all the errors of the Old World would be forever banished, a world in which there should be peace and no more wars, a zone of blessed sanity in a world gone mad, but this was only Simon Bolivar.

I believe that upon the sure processes of education hangs the issue of whether some day we can have a peaceful and a just America.

NATIONAL SEMINARS

NATIONAL SEMINAR ON MAKING THE TEACHING PROFESSION MORE EFFECTIVE THRU LOCAL, STATE, AND NATIONAL ASSOCIATIONS

JOE A. CHANDLER, EXECUTIVE SECRETARY, WASHINGTON EDUCATION ASSOCIATION, SEATTLE, WASH., CHAIRMAN

CHARL ORMOND WILLIAMS, DIRECTOR OF FIELD SERVICE, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C., COORDINATOR

The seminar on "Making the Teaching Profession More Effective thru Local, State, and National Associations" met for a total of four hours of discussion. Bringing with them a wealth of training and experience, representatives of thirty-three states, the District of Columbia, and Hawaii sought to outline the contribution to be made by these respective levels of professional organization. On the first day, the discussion was largely limited to the local association; on the second day, to the state; and on the third day, to the national. One of the recommendations of the third day, unanimously endorsed, was that a seminar next year of three days' duration be devoted to the organization, program, and development of the local association.

Making the Teaching Profession More Effective thru the Local Association

Discussion of the local association and its contribution to the effectiveness of the teaching profession—introduced by the associate chairmen, Mrs. D. Edna Chamberlain of Tulsa, Oklahoma, and Herold C. Hunt, superintendent of schools, Kansas City, Missouri—centered around:

1. Purposes of local teacher organizations.
2. Definition and classification of local organizations.
3. Function of local organizations in contributing to the democratic organization and administration of schools.
4. Methods of stimulating local organizations.

Purposes of local teacher organizations—The purposes of local organizations were defined as twofold: the promotion and advancement of education and the promotion and advancement of teacher welfare. These objectives, it was suggested, are not incompatible but rather are indivisible and complementary. Since in the local association teachers are in close contact and able to pool their efforts for a definite program, the local is the foundation unit of the whole picture of professional organization.

Definition and classification of local organizations—"Local," for the purposes of the discussion, was defined in broad enough terms to include any organization of certificated personnel in an area smaller than that covered by the districts or divisions of the state organization. In so varied a group of organizations, rigid classification was impossible, but the organizations were roughly grouped as:

1. Horizontal organizations—including teachers at some given level of the school structure, as kindergarten groups, superintendents associations.

2. Vertical organizations—including teachers with a given interest but at all levels of the educational structure, as teachers of science and teachers of English.

3. Geographical organizations—including all teachers or preferably all certificated employees in a given area regardless of the level of the structure at which they work. Every teacher, it was suggested, should belong to one such local organization and every local area should have one such organization to assure opportunities for the fullest discussion and participation.

Function of local organizations in contributing to the democratic organization and administration of schools—Generally accepted was the theory that participation of teachers in the determination of school policy is necessary to morale. Argument developed as to whether a good local association is the result of democratic administration or a potent cause of such a condition, with the culminating suggestion that this relationship is a reversible equation. Undoubtedly democratic administration contributes to the success of a local organization but likewise an effective organization can assist in many ways in mobilizing and organizing the contributions of the teaching staff in problem areas which have been traditionally considered administrative or supervisory—specifically in such activities as curriculum-building, the development of salary schedules, personnel selection, textbook selection, and budgetary analysis.

Methods of stimulating local organizations—As examples of programs to achieve the end of trained leadership, Washington, West Virginia, and California reported specific attempts to provide training conferences for local officers with emphasis pointed directly at local problems. Manuals for local unit officers, study groups, and handbooks containing an outline of the year's program of each local unit were also highly recommended. As the key to successful local organization, the need of leadership training and the desirability of administrative sympathy and support in local association programs were strongly stressed.

Arthur Corey of the California Teachers Association summarized the first day's discussion.

Making the Teaching Profession More Effective thru the State Association

Purposes—Purposes of the state association, as outlined by Ella Callista Clark of Winona State Teachers College, Winona, Minnesota, an associate chairman of the seminar, are to “unite, inform, and enlist the teaching profession of the state in order to carry forward democratically harmonious and effective efforts to improve education on a professional basis.” The association should exalt service above personal gain; thus public interest has precedence over group interest. Miss Clark listed a number of fields in which the state association works to achieve these purposes:

1. Formulation of policies and dissemination of information concerning them.
2. Carrying out of a legislative program to improve the schools.
3. Sponsoring of conventions or other smaller meetings to give teachers contact with movements and people and to provide opportunity for discussion of significant common problems.

4. Collection, interpretation, and dissemination of information pertinent to education in all fields.

5. Teacher welfare.

Cooperation—John R. Rushing of Seattle, Washington, associate chairman, asked a list of pertinent questions about the state association, its relationships, its responsibilities, and its needs. The group was generally agreed that the state organization should exist for all recognized as teachers in the teaching profession. The group felt that the need in this connection is for close cooperation between administrators and classroom teachers. Members of the seminar listed other relationships in education in which cooperation is needed, particularly emphasizing the relationship of the state association to the state department of education. One vital need is for cooperation with teacher-education institutions during both pre-service and in-service training of teachers.

Welfare—Argument developed as to how far the state association should go in protecting the public against inefficient teachers. The group concurred in the belief that the state association has a responsibility to see that a dismissed teacher is given a fair trial before the proper authorities, and that welfare committees should take up controversial issues to protect the interests of teachers. Almost 50 percent of the representatives reported that their states have welfare departments to consider complaints. As to whether the state association or the state department should initiate legislation for teacher welfare, there was disagreement; but there was agreement that, in all such legislation, benefits to the public should be dominant to benefits to teachers. It was agreed that the state association should furnish courageous leadership, careful planning, and definite action in educational matters.

The summary was presented by Glenn Archer of the Kansas State Teachers Association.

Making the Teaching Profession More Effective thru the National Association

Commenting that the National Education Association is not young—eighty-five years old—yet only one-fifth of our teachers belong to the NEA, Chairman Chandler introduced the third day's topic. Mr. Hunt and C. Marguerite Morse of Clearwater, Florida, associate chairmen, initiated the discussion.

The group expressed the belief that classroom teachers, principals, superintendents—all areas of the profession—should share in the understanding of the common problems of the profession. The opinion was that members would enjoy the NEA if they had work to do and that it was the responsibility of the local and state associations to interpret the NEA to their membership. The conferees concluded that the state association should have a voice in the selection of the NEA directors; that the NEA should consult the state association before publishing information concerning conditions within a particular state; that new promotional methods should be developed to replace the present dependence on meetings; that a cam-

paign should be inaugurated for recruiting and holding teachers in the profession; that attempts should be made to abolish duplication and overlapping in the work of committees, departments, and commissions; and that officers of the National Education Association should be selected because of their ability to provide effective leadership, with little consideration of honors due or lines of succession.

Need for a co-inclusive membership plan and for interpretation and understanding between the various levels of organizations came into the discussion. Institutes on Professional Relations have played and will play an important part, according to the report of some members, in bringing together those associations and agencies which have the greatest stake in the professionalization of teaching. The coordinator reported that by the end of the summer 216 Institutes would have been held in thirty-six states. In many states all five agencies primarily concerned in the movement have cooperated: the teacher-education institution, the state department of education, the state teachers association, the state congress of parents and teachers, and the National Education Association. The purposes of the Institutes on Professional or Public Relations are: (a) to unify the profession, (b) to democratize the profession, and (c) to make the profession intelligently articulate on its problems.

Discussion was summarized by Mabel Studebaker of Erie, Pennsylvania.

Suggestions for Future Seminars

Suggestions from the group for future seminars included:

1. Make sessions longer—set meeting time at 2:00.
2. Have one subject and dissect it.
3. Give more publicity during the year thru state and local seminars on corresponding subjects in preparation for service on national seminars.
4. Have more seminars during same period of time.
5. Have seminars on national Association; vital issues, such as salaries or tenure; and getting national organization into rural areas.

The suggestion that a seminar of three days' duration in 1943 be devoted to local associations met with unanimous approval. In order that such a seminar might be conducted for best results, it was seriously proposed that members of the seminar be chosen in September or October and that they be supplied with helpful material by the state and national education associations. It was further proposed that the holding of state and local seminars on the organization, program, and development of the local association, under the direction of the members of the national seminar, would enable the national members to bring firsthand suggestions and points of view from every state in the Union.

NATIONAL SEMINAR ON MORALE AND THE PRESENT CRISIS¹

GEORGE WILLARD FRASIER, PRESIDENT, COLORADO STATE COLLEGE OF EDUCATION, GREELEY, COLO., CHAIRMAN

LYLE W. ASHBY, ASSISTANT DIRECTOR, DIVISION OF PUBLICATIONS, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C., COORDINATOR

Introduction

The seminar expresses its hearty approval of the statement on *Education and the Morale of a Free People* issued by the Educational Policies Commission in 1941. The seminar used this report as the basis for its discussions. In this statement of findings the seminar does not seek to duplicate any part of the report of the Educational Policies Commission, which details the principal ingredients of morale such as health, economic security, psychological security, confidence in associates, and loyalty to a common purpose.

Preamble

We affirm that morale is the most vital need of America in this fateful hour when the freedom of all mankind hangs precariously in the balance. Morale on the home front in the United States is just as essential as it is on the war front. The schools have made, and are making, a significant contribution to the morale of the American people. But there is need for a yet greater contribution by the schools. The urgency of this need cannot be overemphasized. Greater zeal, greater energy, greater willingness to do new things and to shake off the shackles of tradition is demanded of education if it is to make its full contribution to the resolution of the war in a triumph of democracy. The schools will do their utmost with the funds and the personnel at their disposal, but it is imperative that the people of America recognize the vital function of the schools in wartime as the British people now recognize it after irreparable damage has been done.

Principles

1. Morale is fully as important as armament. Morale on the home front is just as essential as morale on the war front.

2. The schools are the primary agency for the development of morale among the 27,000,000 boys and girls of the nation and thru them a primary factor in the development of morale among the entire population.

3. Morale in a democracy requires both an intellectual and an emotional base. The schools must, by every means at their command, teach pupils to understand our way of life and develop in them a dynamic devotion to it.

4. Morale in the present crisis must be built around the all-inclusive objective of winning the war, but so developed as to carry over into the

¹ This statement is not an officially adopted report of the seminar. It was developed by a findings committee appointed by the chairman and presented at the final meeting. The discussion indicated that revisions would have been made had time permitted.

years when we must win the peace. Morale among youth can be developed as they feel that they have a vital part to play in the attainment of that objective now. Vital work is just as important for morale among children and youth as it is among adults.

5. The schools must teach with vigor and insight a thoro understanding of the issues involved in the war.

6. We must take bold steps in the modification of the curriculum so that youth may have a genuine sense of belonging to the great cause for which the United Nations are battling.

7. Any present curriculum offerings should be abandoned whenever other offerings can be inserted into the school curriculum now which will help win the war and develop the morale of the youth of the nation; for example, the field of aviation must be absorbed into the curriculum.

8. The schools can be fully successful in the development of morale only to the extent that the teachers themselves have a high level of morale.

9. Means should be devised so that men teachers will not be handicapped in their future careers merely because they did not serve in the armed forces.

10. The schools must increasingly serve adults if they are to make their full contribution to the development of morale.

11. The schools should develop the spirit and the determination on the part of both youth and adults to win the peace after we win the war.

12. The schools should seek to build morale by helping to extend to all our people the elements of the good life.

13. The schools should help develop the ability of pupils and parents to provide themselves with satisfying recreational activities both within and without the school.

14. The schools must take special care in dealing with the problems of morale building to adapt their programs to the readiness of children for advancing understandings and responsibilities.

Obstacles and Problems

In the development of morale thru the schools there are certain obstacles and problems which must be faced frankly and studied carefully, such as:

1. The fact that hundreds of thousands of American boys and girls of school age are not enrolled in any school.

2. The fact that millions of our adult citizens cannot read or write.

3. The fact that thousands of trained teachers are leaving the profession for the armed forces or for higher paid jobs in other fields.

4. The existence of selfish groups unwilling to subordinate their own interests to the common good.

5. The continued existence even at this critical hour, of agencies which tend to undo the constructive work the schools seek to do in building and maintaining morale.

NATIONAL SEMINAR ON AFTER WAR—WHAT?

PAUL R. HANNA, STANFORD UNIVERSITY, CALIF., CHAIRMAN

G. L. MAXWELL, ASSISTANT SECRETARY, EDUCATIONAL POLICIES
COMMISSION, WASHINGTON, D. C., COORDINATOR1. *What kind of a postwar world do we want?*

In the United States—We want an economic system that makes full use of our means of production, provides full employment, conserves natural resources, widely distributes purchasing power, and preserves free enterprise while admitting government regulation in the public interest. We want long-range planning by experts, with the resulting plans and policies subject to review by the people; for we must maintain a balance between centralization and decentralization in government. We want equal opportunity for all to share in adequate public education, recreation, and health services. We want social security for all, as sound economics. We must have national unity, transcending powerful divisive forces—economic, sectional, and racial. We want national willingness to collaborate in establishing a just peace and an enduring world order, a better understanding of the spiritual bases of democracy, more widespread recognition of the obligations as well as the privileges of citizenship. And we must have constructive, challenging national and world goals to work for—especially if we would win and hold the full devotion of youth.

On the international scene—We need a worldwide instrumentality for maintaining law and order and for restraining aggression; a world constitution, a world court, and the settlement of international disputes by judicial decrees; worldwide social legislation to assure decent standards of living to all; worldwide economic organization and direction to foster orderly development and use of our resources and to prevent economic catastrophes. We must have political organization of the world society to deal with the many problems of postwar reconstruction and beyond.

2. *What problems will we face in achieving this postwar world?*

In the United States—We must guard against the natural tendency to take it easy and mind our own business. Unless we plan wisely for the demobilization of our armed forces and for the conversion of industry from war uses to those of peace, we may face unprecedented unemployment, economic collapse, and social decay.

On the world scene—There are dangers of revival of unrestrained nationalism, of a realignment of “injured” nations leading to another war, of unbearable economic burdens resulting from a continuing armaments race, of lack of courage to make the effort to achieve a new world community. The great problem we face is that of educating men’s minds and spirits so that they will strongly desire peace and the new freedoms and will create the machinery to achieve them. Education is essential for the survival and improvement of democracy—but not *any* education. *Only the education appropriate for free men* will suffice. The war is testing our educational pattern, revealing weaknesses as well as strengths.

In political education we have relied too much on words, not enough on practice. We need a better understanding of democracy, a more dynamic devotion to its ideals. Schools have not yet learned the way to deal constructively with controversial issues. We have fallen short of meeting the needs of our time for a well-informed, active citizenry.

In economic education we are confused, because we have not learned to adjust our thinking and our teaching to the economic revolution in which we are living—a revolution from scarcity to abundance, from individualism to interdependence. As one consequence we fail to equip our youth to deal with the changing and unpredictable economic problems of years to come.

In social education our efforts to eliminate discrimination and intolerance are scattered; and our schools themselves too often exhibit the undemocratic prejudices and discriminations which they should seek to eliminate.

Thru all our education we have been too much concerned with particular events and problems, not enough with teaching the fundamental operations of government and economic systems; too much concerned with teaching information, not enough with teaching pupils how to think and deal with difficult problems. We need to teach those ethical values which lie at the root of all democratic and humanitarian actions.

3. *What educational program will contribute to the postwar world we desire?*

An alert and informed teaching profession is the first requisite. Teachers as well as pupils need broader and more realistic contacts with economic and political conditions outside the school. Teachers need skill in using democratic methods in classroom and school activities, and in teaching the ways of democracy thereby. We must greatly improve the preparation of teachers and provide for continuous, in-service teacher education.

The educational program should begin in the earliest grades and with the local community. We should move from the simple to the complex, from the known to the unknown. Let the school base its program on the principle that the school's purpose is to serve the community; then, as the child develops, let it expand the meaning of "community." The curriculum should emphasize the importance of long-range planning. It should build understanding of the interdependence of individuals, communities, regions, and nations, and of the problems of living in an interdependent world. But recognition of interdependence does not assure right relations. We must also teach the brotherhood of man and the meaning of world citizenship.

While teaching youth to look ahead to unrealized ideals, we must not lose touch with the realities of the world about us. We must help youth to see the meaning of trends of events in international relations and foreign policies. Education will inevitably be shaped by the pattern of the postwar world. If we follow the course of imperialism, we shall educate our youth to their role as citizens of a ruling nation. If an international organization is established, then education will emphasize world citizenship. If we move back to a position of isolation and the other nations go their competing ways, we had better prepare our children to be ready for the next world war.

MORNING ASSEMBLIES

Tuesday, June 30

Work and Program of the National Commission for the Defense of Democracy thru Education

WORK AND PLANS OF THE COMMISSION

DONALD DU SHANE, SECRETARY OF THE COMMISSION, WASHINGTON, D. C.

Pursuant to the action of the Boston Delegate Assembly on establishing the Commission for the Defense of Democracy thru Education, members of the Commission were appointed by the NEA Executive Committee and the first meeting was held August 16 and 17, 1941. At this meeting the work of the Commission for the year was planned tentatively and an executive secretary was appointed. Offices were opened at Washington and the work of the Commission was started on September 10.

One of the most important objectives of the Commission is the establishment of state committees or commissions for the purpose of developing nationwide understanding and support of education during the war emergency. During the year forty-one states have appointed a state member of the Commission, and a majority of these have appointed state committees or commissions under the chairmanship of the state commission member. A number of types of state organizations have developed. In North Carolina a state commission, composed of leading laymen and educators, has been appointed and also county branches of the Commission. The governor is serving as honorary chairman and on the commission are found many of the leading public-spirited citizens of the state. In Missouri a state commission has been appointed, consisting of leading members of the teaching profession. The work of the commission in Missouri is subdivided with a strong committee serving in every county. In Wisconsin a pre-existing committee was designated to function as the state commission and to cooperate with the national group. In Illinois the director of public relations was appointed state member of the commission and the program and suggestions of the National Commission have been carried out thru the office of the Illinois Education Association. With few exceptions the state organizations have followed modifications of one of the above plans. Much depends upon the effective organization of the states at an early date. It is of the utmost importance that nationwide support of education be developed and this can only be brought about by the united efforts of the teaching profession.

One of the objectives of the Commission during the year has been to oppose unjust attacks on teachers in the schools. The Citizens' Emergency Committee, intentionally or unintentionally, adopted a program which threatened the financial support of education. Our Commission has been successful in changing the program of this organization and in preventing attacks on numerous state and local school levies by some twenty state taxpayer associations that were cooperating with the Emergency Committee.

Investigations have been made of a number of organizations which were undermining the public support of education and, in a number of cases, satisfactory results were obtained.

Continuous effort has been made to develop understanding and support of education by important national organizations such as the National Association of Manufacturers, the American Federation of Labor, the Congress of Industrial Organizations (CIO), and the National Federation of Women's Clubs. Conferences have been held and others are being planned in cooperation with the National Association of Manufacturers, and a number of conferences are being projected with labor and agriculture.

The problems of teacher shortages and teachers' salaries have been studied by the Commission and a nationwide campaign to bring to the attention of the public a realization of the problem of teacher shortage has been conducted. The Commission has also instituted a nationwide drive for an increase in teachers' salaries. During the year a number of communities have been confronted with difficult financial and organization problems in which the Commission has rendered service. Among these communities are Kenosha, Wisconsin; Omaha, Nebraska; and New York City. During the year the Commission has also led a campaign for establishment of a nationwide effective and free teacher placement system to help combat the evils of teacher shortage.

Another activity of the Commission has been the amendment of the Hatch Act to exempt teachers from its political restrictions. During these wartimes it is of the utmost importance that teachers be free to explain the problems and needs of education to the public, particularly during election periods. The Hatch Act, as interpreted, restricts the political freedom of hundreds of thousands of teachers and will prevent them from protecting the schools from financial starvation and political attack. The Brown Amendment to the Hatch Act, Senate Bill 2471, was introduced in the Senate on April 18 and, after being recommended by the Privileges and Elections Committee, was passed unanimously on June 22. On June 29 it was recommended for passage by the House Judiciary Committee and is now ready for final action by Congress.

With the shortage of labor and high salaries accompanying the present war production has come an increasing demand for the lowering of child labor standards and the weakening of school attendance laws. While the Commission is in favor of the assistance of children in war work so far as it will not injure them, yet it is very much concerned about the exploitation of children because of the low salaries paid them and because they are unorganized. If, as the Commission believes, education is of fundamental importance from the standpoint of morale and the preservation of our democracy, then everything possible must be done to keep children in school and to prevent their injury or exploitation. Another byproduct of modern war is a great increase in juvenile delinquency, due to the break-up of families and the neglect of preventive agencies of which the schools are of first importance.

The Commission is giving considerable time and thought to after-war problems, as it is convinced that one of the most important factors in their solution is the type of training and instruction going on in our schools today.

The Commission is convinced that from the standpoint of public education the most critical year will be 1943-44. During this year the question of financial support of education will be settled for a number of years to come. The necessity of vastly increasing federal taxation, and the increased demands upon states and localities for services of all kinds accompanied by a shrinkage of local and state resources, will make adequate support of education increasingly difficult. The Commission believes that the only preventive is a full public realization of the importance at this time of adequate and effective education of all our youth. Unless the public is convinced that thoro education is an absolute necessity for the preservation of our democracy, schools will suffer financially as they never have in any of our past wars.

Guarding the Physical and Mental Health of Children

NUTRITION

CLARA LEE CONE, SUPERVISOR OF HOME ECONOMICS, PUBLIC SCHOOLS, ATLANTA, GA.; AND PRESIDENT, NEA DEPARTMENT OF HOME ECONOMICS

The complacency of many of our people in regard to nutrition has been greatly disturbed by the dramatic discoveries of recent research in this field. This modern knowledge has helped us to recognize the wide prevalence of malnutrition and to visualize to some extent the benefits which would result from the correction of this condition on a national scale. The health of our school children has long been a concern of thoughtful leaders in the field of education. Today this problem seems more urgent than ever before. School children who are progressing toward the goal of physical, mental, and spiritual health are one of the greatest assets of any nation in time of peace as well as in time of war. We know that good nutrition is an absolute requirement for good health.

Recent studies have shown that probably not more than 25 percent of our people are having diets that really can be considered good and that, as a result, malnutrition is widespread.

Three underlying causes of malnutrition among average groups of school children are generally recognized. The first is *economic*. Many of the homes from which these children come do not have money to provide the types of diet and other factors needed for good nutrition. However, malnutrition is by no means limited to the homes of the poor. The second cause is *ignorance*. Parents and children do not have the knowledge that is essential for choosing an adequate diet. In order to understand the basic principles of an adequate diet and to select a diet according to these principles, intelligent study is required. The third cause is *indifference*. Parents and older children who should and do know the facts are indifferent to the

application of these facts to themselves. A fourth general cause of malnutrition which we are beginning to recognize today is *over-refinement of food*. This is brought about by modern processes of manufacture.

The more direct causes of malnutrition are dietary inadequacy, failure to absorb food, and failure to utilize food. Dietary inadequacy means a diet insufficient in kind and quality. A well-planned diet may become inadequate because of poor methods of cookery which result in actual destruction of food value. The failure to absorb and to utilize food may be due to body defects, to poor environment, and to poor habits.

The effects of malnutrition on the individual are numerous. Malnourished children tire easily, frequently have emotional upsets, and often lose interest in their work. If malnutrition is corrected in childhood, the body has a far greater chance of developing in a normal way.

In order to improve the nutritional status of the pupils the school must plan most carefully a definite program of action. The following steps are suggested:

1. A more thoro examination of school children with due attention to modern methods of detecting nutritional inadequacies.
2. Close follow-up of findings of doctor in order to promote improvement in nutrition.
3. Provision of a school lunch which is entirely satisfactory from a nutritional standpoint. Plate lunches at minimum cost represent the best investment of money.
4. The study of nutrition by every elementary-school child and by every boy and girl in high school. The home economics teacher in the high school should, of course, lead the way in the teaching of nutrition.
5. Offering adult courses in nutrition to parents in the school. Real progress cannot be made until parents as well as children have nutrition information.
6. Cooperation with the community program in nutrition for defense. The school must play its part along with other public agencies in helping the entire community to become conscious of its nutrition problems.

In conclusion I should like to emphasize our responsibilities as educators in the National Nutrition Program. Since thru the children we reach the homes of the nation, we have almost unlimited opportunities in this program. Possibly we, as educators, need to catch a better vision of the goal toward which our efforts might lead. Let me cite an excerpt from the recommendations to the President from the National Nutrition Conference. This vision carries us far beyond the present emergency:

There seems no reason to doubt, on the basis of present evidence, that just as, by the use of modern medical science, we have conquered diseases that took an enormous toll of life in the past, so by the use of modern knowledge of nutrition we can build a better and stronger race, with greater average resistance to disease, greater average length of life, and greater average mental powers. This can be done by the conquest of hunger, not only the obvious hunger man has always known but the hidden hunger revealed by the modern knowledge of nutrition.

HEARING

CONRAD G. SELVIG, AMERICAN SOCIETY FOR THE HARD OF HEARING,
SANTA MONICA, CALIF.

One-fourth of all the registrants under the Selective Service System in 1940 were not qualified for any type of military service. Because of defective hearing 4.6 percent were disqualified. In World War I the record was 5.47 percent. There are 2,000,000 children with impaired hearing in the United States. Conservative estimates give impaired hearing 6.9 percent as the average incidence in school children.

Good hearing is essential to the fullest development of human personality. Hearing is of greater importance than sight in the acquisition of speech. Hearing loss strikes the child a blow of flagrant cruelty. The result often is a hard-of-hearing child with a crushed soul, pitiable in his helplessness, and dragged down with shame.

The great task confronting the educators and health groups is to make the public aware of this national and as yet largely unsolved problem. Because hearing defects are not visible, they often fail to attract the sympathy of the public.

It is possible to prevent hearing defects in a large proportion of cases. Many otologists state that 50 percent is a conservative estimate. Not all can be corrected but many are remediable. Preventive work must be done early in childhood. The first task is to find the case. Modern audiometers are the means when used by trained technicians.

A total of 3,173,089 children (out of 26,000,000) had their hearing tested during the school year, 1939-40. It is highly important for the public to realize that the majority of causes which lead to hearing loss are preventable.

Upper respiratory infections are a primary cause of hearing impairment. The dread contagious diseases of childhood often leave a woeful trail behind them. Health is a personal thing. It has to be won at cost of ceaseless effort and attention.

About 300,000 school children have hearing loss so serious they require compensatory educational adjustments including remedial instruction in lip reading and special training in voice and speech. Only a lamentably small proportion are being given this form of special educational training. In about twenty states the excess cost of educating exceptional children (including the hard of hearing) above that of educating average children comes from the state.

The problem of meeting this excess cost is a matter of real concern for the communities under 10,000 in population where live approximately two-thirds of the 26,000,000 children enrolled in the schools of the United States.

Teacher training is necessary. Training of audiometrists is needed. More otologists are needed. Broader training for all physicians, to include fundamentals regarding anatomy, pathology, and therapeutics of the organ of hearing, is needed. Supervision of educational and medical phases of the needed program for children with impaired hearing is needed.

SPEECH

JANE BLISS TAYLOR, CHAIRMAN, SPEECH CORRECTION CLINIC IN THE
BRONX BUILDINGS OF HUNTER COLLEGE, NEW YORK, N. Y.

Indebtedness is acknowledged for data presented here to Sara Stinchfield Hawk, the first educator to achieve the degree of Ph.D. in speech education, who has dedicated her life to study, research, and practice in the field of speech pathology, and is founder and past-president of the American Speech Correction Association; Samuel Robbins of Emerson College, president of the American Speech Correction Association; Elizabeth D. McDowell, president of the New York League for Speech Improvement; Martin F. Palmer, chairman of the Education Committee of the American Speech Correction Association and director of the Institute of Logopedics of the University of Wichita, Kansas; Jennie Hedrick, a pioneer and founder of the first speech clinics in Washington, D. C.; James Bender, chairman of the Department of Speech at Queens College, Flushing, N. Y.; Frances Beekman Tibbits, president, New Jersey Association of Teachers of Speech; and Ruth H. Thomas, vicepresident, National Association of Teachers of Speech.

The year 1916 seems to have been an epochal year in the history of speech correction. Jennie Hedrick opened three speech clinics in Washington, one of them at Georgetown Hospital which she now directs. In 1922 a speech correction program was introduced into the public-school system of Washington. It was in 1916 that James Sonnett Greene established, in modest quarters, his National Hospital for Speech Disorders. This same year Frederick Martin became the first director of speech improvement in New York City, with six assistants on the staff. Letitia Raubichek directs these activities today with a staff of thirty-nine.

In 1936 the board of education of New York City, with James Marshall, president, appointed a committee for the study of the care and education of the physically handicapped children in the public schools of the city of New York, with Harold W. McCormick the director of this study. The committee personnel chosen to participate was made up of physicians who were specialists in neurology, psychology, pediatrics, orthodontia, and oral surgery and educators who were speech correctionists. The physicians and speech correctionists surveyed speech classes. Items suggested for appraisal were: (a) environmental factors, such as size of the room, lighting, air, and sound conditioning; (b) equipment; (c) teacher—his personality, ability in diagnosis, applied methods, and technics; (d) group—homogeneous or mixed in age, sex, type of defect; (e) survey—how to determine what children need speech correction; (f) records—what type and how available; (g) consultants—such as principal, specialist, school doctor or nurse, parents, or guardians.

The report states that in the last twenty-five years, speech education has become an increasingly important part of curriculum planning, with emphasis changing from elocution, debating, rhetoric, and public speaking

to the speech arts and sciences, dramatics, phonetics, speech pathology, and speech psychology.

The spread of speech education has been stimulated and accelerated by numerous surveys from 1893 to 1942. Outstanding was that of the Robert West Committee on Speech Defects of the White House Conference on Child Health and Protection called by President Hoover and Lyman Wilbur in 1930. The report indicated that 1,000,000 children in the United States needed remedial training and that 85 percent were correctible and recommended that speech training be extended to every rural as well as urban educational unit in the country, that two-thirds of the cases could be corrected by elementary-school teachers, and that teacher-training units should provide well-balanced courses in phonetics, physiology, anatomy, neurology, psychology, education, psychometrics, biochemistry, genetics, sociology, physical education, and speech—artistic and pathologic.

Herbert Koepp-Baker of Pennsylvania State College and Harry Heltman of Syracuse University took up the challenge and trained teachers for rural services in the states of Pennsylvania and New York.

A profoundly influential factor in speech correction education is the American Speech Correction Association organized during the annual convention of the National Association of Teachers of Speech in New York City in December 1925. This body now has a membership of over 500 educators and physicians—all specialists. They represent a national body of scholars, scientists, and students earnestly and zealously working for and upholding highest ethical standards, directing and expanding clinical facilities, and following lines of experimentation and research in laboratories from coast to coast in order that they may storm the citadel for speech correction. This body may be favorably compared to the American Medical Association as an institution protecting the child handicapped in speech and has lifted such from exploitation by charlatans with selfish commercial designs. There are regional affiliates of the American Speech Correction Association with kindred aims, such as the Chicago Speech Correction Association and the New York League for Speech Improvement.

Outstanding in research projects has been that of the Hill-Young School of Los Angeles. Under a Rockefeller grant, a study has been made of moto-kinesthetic training for children who do not acquire speech readily by eye or ear.

I believe there is not a teacher or parent of us who did not thrill as Vicepresident Wallace declared, "We shall fight this war for victory and the four freedoms, to the end that every child in the world shall have milk, and every child shall have education, medical care, dental care, and more than a fighting chance for security and self-realization."

CRIPPLING CONDITIONS

JANE GRIFFIN, BOETTCHER SCHOOL FOR CRIPPLED CHILDREN, DENVER, COLO.

Trite as the words "understanding" and "patience" have become, the principles behind them are as new and vital as ever, particularly with the

physically handicapped child. Literally, "to understand" means to "stand under." To understand a child, then, is to stand under and look up, putting the child in an exalted place. Understanding involves the heart as well as the mind; it is an emotional state as well as an accumulation of data. In order to understand a child, it is necessary to feel with him as well as to learn with him—to laugh, to play, to grieve—in short, to live with him.

Patience is endurance, perseverance, and calm poise, within as well as without. Such an attitude on the part of the teacher breeds the same qualities in the children. This is of particular importance in guiding children whose social contacts have been limited to a hospital room or ward.

What are the main goals we have in mind for the physically handicapped child? They are his health and happiness, both of which are dependent to some extent upon the child's own contribution. It has been our experience at Boettcher that happiness aids and abets the recovery of health. The physicians themselves have noticed improvements in physical conditions as results of changes in attitudes and outlook. Happy children are healthier children, even tho they may never attain physical normalcy.

Before a child is admitted to our school, he must be examined by our staff of physicians—a pediatrician, an orthopedic specialist, and a psychiatrist. After the doctors have reported their findings, the administration decides upon admittance.

Altho there is no physiotherapy given in Boettcher School, there is a tunnel leading from the school to the wonderful equipment of Children's Hospital. The hospital and school are separate institutions, but the tunnel and the cooperation of the entire hospital staff join the two closely together. Each has its own trained staff and each has its own function; but both have the children's welfare in mind, first and foremost.

Helping our children find happiness, individually and socially, is our greatest task. In the first place, each child is placed in a group chronologically and socially agreeable to him, as far as this is possible. (The school provides instruction from the first thru the twelfth grades.) Those with no school background are given special instruction to fill the gaps. Some children in the junior high-school unit have had only one year of school experience, but individual instruction has been given, in addition to their group work, so that they can find their places in their own set. We feel that chronological placement is important for the socialization and happiness of the children. In our secondary school we are but following the trend of the times in setting up a program of general education. We have hopes for its continuous improvement.

Academically, our work is in groups as much as possible. Individual tutoring could be carried on at home but socialized learning and experiences are the needs met by a school. The Denver public-school curriculum is followed, being adapted to meet the needs of the group involved. The children are happy to know they are doing what others in Denver are doing. They are pleased to have the art and music supervisors compare their work with that done in other schools. In these ways they feel they are like physically normal children—just boys and girls going to school every day.

When our children come to the place where they can, orthopedically and academically, take their places in a regular school, they are transferred out of Boettcher. We are happy and proud to have the boys and girls take their places in groups of physically normal children of their own age. They realize they should leave Boettcher, when they are well enough, in order to make room for other children needing our school. Those who will be unable to attend regular schools, because of the nature and extent of their handicaps, accept their responsibilities as leaders for others to come.

In some way the boys and girls sense which children need help. Too, they can tell when a child is demanding more attention than he needs. They pick up materials for those in wheelchairs, patiently wait for spastic children to grasp an object held out to them. Two little girls are unable to walk, as yet, and crawl on the floor. The others walk around them, avoid stepping on their fingers, but do not seem to think it unusual or worthy of comment. If we are leaving our room for an excursion to the library, gym, or auditorium, the children who are able to walk always look around to see if all the wheelchairs are taken care of. There is no appointment for such tasks, simply a spirit of helpfulness and responsibility to the group.

Our school gardening has proved to be a healthful activity, as well as a joyous experience. The children have exercise, fresh air, sunshine, and fun all rolled into one. The activity has carried over into the homes and each child has his own garden. Not only will a child be proud of his harvest but he will be willing to eat what he has grown, even spinach!

There are many problems which could arise in a school including all twelve grades. However, there is a fine spirit of cooperation on the part of the older children. They include the elementary school in their council, on their newspaper staff, and at many of their programs. On the other hand, junior and senior high-school students thoroly enjoy participating in the elementary activities.

The pupils who graduate from our high school participate in the commencement exercises of the high schools in their district. There are notations on the programs indicating that the diplomas come from Boettcher.

One of our problems is the education of the public to the fact that physically handicapped people can be of service vocationally. If they are given the same chances as the physically normal, they too can become useful, self-supporting citizens. The average physically normal individual has limitations along with his abilities; so with the physically handicapped person, only he is so often deprived of an opportunity to prove his abilities.

The president of our board of education once said, "This should not be called a school for crippled children but a school for cheerful children." Others, too, have commented on the happiness of the children. All their lives they can contribute to their own happiness by being pleasant and friendly to all with whom they come in contact. Our prayer for the future is that they will all develop into happy adults, regardless of the degree of health attained or the demands made by society. Only then will we have completed our task at Boettcher School.

MENTAL RETARDATION

GEORGE HOOK, PRINCIPAL, LAKE JUNIOR HIGH SCHOOL, DENVER, COLO.

Modern psychology and related sciences have succeeded in focusing the attention of educators on the fact that the human organism is a unitary whole and that the child learns as a whole being—physically, mentally, spiritually. Whereas, traditionally, education has sought to develop the intellect, education today seeks to develop the whole child. This has shifted the emphasis from “subjects” to “needs” of boys and girls.

The needs that arise from the inherent nature of the organism for the actual continuance of life and growth are absolute and primary. Those that arise from habit and custom are somewhat less exacting and more modifiable and may be called secondary. A third category of needs arises from the interests and individual purposes of the child.

It appears that the primary needs of children are much the same for all but that they differ more widely in the secondary and indirect categories. The needs of boys and girls cannot be met directly by the school but they can be translated into educational objectives such as knowledges, understandings, attitudes, appreciations, habits, and skills. However, until we recognize that there are qualitative differences in pupils and adapt our administrative procedures, our teaching methods, and the selection of subjectmatter to provide for the varying needs of pupils, we shall not only fail to safeguard the mental health of pupils but we shall actually contribute to their ill health.

What, then, are the important differences that must be recognized between dull and bright children? The slow-learning pupil learns best when working with concrete materials. He has little interest in abstract generalizations about things as does a bright child. He is interested only in the things themselves. The slow pupil learns relationships by coordinating physical activity. He can learn how the machine works by carefully following thru, step by step, and repeating the process a number of times. He can do little to discover cause and effect or to apply the mechanical principles involved in a new situation.

Immediate but fleeting values are more stimulating than more remote but abiding ones. Stimulation of the senses thru color, sound, or touch are desired by the dull child as ends in themselves.

Individual rather than social expression tends to characterize the slow-learning child. He does not readily conform to social customs because he gets satisfaction from immediate rather than delayed action.

These characteristics place certain responsibilities on the school administrator, chief of which is that of making a flexible schedule that will permit pupils to be grouped differently to meet divergent needs. It is deadening both to teacher and to pupils to segregate the slowest pupils into one group for all types of experiences thruout the whole day and week. It is likewise unfair to the most accelerated pupils to keep them in groups at all times with the slowest pupils.

In all situations in which time and attention must be given to developing special skills as in arithmetic, oral reading, spelling, writing, and speech, slow pupils should be segregated. This will provide opportunity for instruction better adapted to the needs of the pupils, will eliminate most elements of competition, and will contribute to happier, healthier attitudes on the part of the pupils.

Oral speech is the most important tool that dull pupils use. In school it is used far more than reading or writing; outside of school and in adult life a thousandfold more. For bright pupils, printed matter furnishes the basis of oral discussion, but not for dull. Since the radio and the movie are common experiences to most children, they are indispensable aids to the teacher. Slow pupils will look and listen when they will not read. The topics need not be unusual or exciting, because the action pulls the pupils along. They enjoy friendly competition in seeing who can tell the most about what they have seen and heard. Until pupils develop a freedom in speaking, no corrections should be made in speech. Gradually, however, they can be induced to write down their speeches before speaking. This is the teacher's opportunity to develop a better choice of words and manner of expression. Slow pupils respond well to dramatization. An audience situation sensitizes them to the need of doing their best.

The preparation and presentation of microphone talks, dramatizations, and slides are much more than speech experiences; they constitute opportunities for social and moral guidance.

Reading is the next most fundamental of all the tool subjects. No amount of drill will teach dull pupils how to read. The material must be directly related to their experience. Pictures, concrete materials, firsthand observations, or dramatizations will furnish much to talk about.

Slow pupils do best with not more than two or three teachers. Work of different departments can thereby be better coordinated. All units should be short. Frequent change adds new interest. At the most, three weeks should conclude any unit. Rewards and penalties should not be extreme but should be immediate and certain. The teacher's enthusiastic approval constitutes a big reward. A happy disposition in the teacher is the major factor in developing happy pupils. Corrections and suggestions for improvement should normally be preceded with a bit of praise for any item that is well done or that shows improvement.

It takes a high-class teacher to be successful with slow-learning pupils. Any teacher who masters the technic proves thereby that he understands the fundamental processes of learning. He is therefore better prepared to teach normal and bright pupils.

Wednesday, July 1

Work and Program of the Legislative Commission

THE HATCH ACT

DONALD DU SHANE, SECRETARY, NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THRU EDUCATION, WASHINGTON, D. C.

In 1940 the Hatch Act was amended for the purpose of extending its provisions to officers and employees of the various states, any part of whose income is derived from federal loans or grants. This amendment was intended primarily to prevent employing officials from forcing collections of money for political purposes from employees, or using their influence with such employees to effect collections. It grew out of alleged abuses in connection with the WPA. As the law was placed in operation under supervision of the Civil Service Commission it was found that hundreds of thousands of teachers had been brought under federal control thru the interpretation and application of the Hatch Act. Under this Act every teacher included within it is prevented from using his official authority or influence in any way which will affect an election or a nomination for office. No such teacher can run for political office or in any way influence a voter. In addition, he is subject to all the political controls and restrictions that apply to federal employees under civil service. Not only are many teachers now under the provisions of the Hatch Act but it is possible that, when this Act is fully interpreted, the majority of the teachers in the United States may be subject to rigid federal control in their political activities.

It is of the utmost importance that teachers, who must train our youth to exercise the full rights of citizenship, have all the rights of citizens and participate fully in political life. The efficiency and expansion of our schools are dependent upon the political approval of states and local communities. Their progress up to date has been dependent largely upon the efforts of teachers to inform the public of school needs and present the cause of education to voters, candidates for office, and public officials.

At this time of crisis the enforcement of the Hatch Act would in many states and communities muzzle the teachers and permit the control and financial starvation of our schools by those organized minority groups who have consistently fought educational support. The NEA, at its Boston convention, urged the amendment of the Hatch Act so that all teachers might exercise their civic rights and instructed the Legislative Commission to take prompt and vigorous action to accomplish this purpose. At the request of the Legislative Commission the Commission for the Defense of Democracy thru Education undertook the task of securing such an amendment to the Hatch Act. This amendment, known as Senate Bill 2471, was introduced by Senator Prentiss M. Brown of Michigan. It was recommended for passage by the Senate Committee on Privileges and Elections, and was passed unanimously by the Senate on June 22, 1941. In the House the bill received the approval of the Judiciary Committee and is now ready

for final action. The Commission has had the support of thousands of teachers in most of the states in its efforts to pass this amendment. Its passage is of vital importance at this time for our schools are under attack and it is becoming increasingly difficult to maintain their efficiency and their financial support, due to the necessity of devoting our full efforts and resources to the winning of the war.

Members of the teaching profession are convinced that the winning of a long war will depend to a considerable extent upon education and that the solution of the difficult after-war problems is still more dependent upon the type and quality of education provided during this war period. The amendment to the Hatch Act will have a definite influence upon the efficiency of teachers and the quality of education during this time of crisis.

SOCIAL SECURITY AND TEACHER RETIREMENT

FRANK W. HUBBARD, DIRECTOR OF RESEARCH, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

There are now four main bills in Congress that propose to apply to teachers Title II (e.g., the old-age and survivors' insurance) of the Social Security Act: In the House there is the Lesinski Bill (H. R. 1092) that applies only to public employees. Also there is the Healey Bill (H. R. 4882) that applies to most persons gainfully employed who are not now covered by the present law; it would include all teachers except the members of public pension or retirement systems. In the Senate there are also two bills. The Walsh Bill (S. 670) applies to employees of private schools and colleges. The Johnson Bill (S. 152) would make it possible for school districts voluntarily to place public-school teachers under social security. Of the bills designed to amend the existing Social Security Act these are of primary interest to teachers.

Now there are two other roads which in a sense approach social security by way of the back door. The first of these roads is the old-age pension movement. The second back-door route appeared when the President tied up social security with the new proposal for pay-roll taxes. Thus we have had the stakes driven for a second back-door route, namely, by laying a tax for revenue and at the same time giving gainfully employed people additional social security benefits.

After the revenue bill of 1942 is passed it is possible that revisions of the Social Security Act will move into the center of attention. Whether or not this happens will depend largely upon the war situation.

The Situation Outside of Congress

Turning from the congressional situation, we find teachers and other public employees divided. At one extreme are those who vigorously oppose all federal social security laws designed to affect any teachers. Perhaps this point of view is most frequently encountered in Pennsylvania and Ohio. In the middle are many who would not oppose such legislation as the Healey

Bill if it had a few amendments to safeguard the existing state retirement systems. Only two states—Idaho and South Dakota—have clearly indicated that they want social security under any conditions.

My impression is that few, if any, public-school teachers would oppose the Walsh Bill which would provide social security for teachers in private schools.

At the college level we find a rather general demand for extension of the present law. The private colleges are keen for the Walsh Bill. Many professors in public colleges want federal social security protection. This situation exists because half of the state teacher retirement systems do not offer membership to professors in the state universities; about two-thirds of them admit teachers college instructors.

What of the Future?

They say Steve Brody took a chance when he jumped off the Brooklyn Bridge. Steve, however, was a piker as compared with anyone who tries to predict the future of social security legislation. In spite of the risk, here are a few opinions:

1. As long as the present national social philosophy is dominant we may as well get used to the idea that social security is here to stay.
2. As long as present federal trends continue we may expect social security to be extended continuously to include more and more workers.
3. As long as the war emergency lasts we may expect the federal government to absorb more and more sources of revenue.

Under the influence of the forces behind these three statements public employees will find themselves pushed closer and closer to social security. We may enter that area *quickly* by way of a revenue bill passed under the pressure of the present war emergency. We may enter *indirectly* via the modified pension movement. We may be *enticed gradually* thru the Johnson Bill or even more slowly thru the Healey proposal. We may find ourselves swallowed whole by a complete rearrangement of the political and financial powers of federal and state governments.

The drift may be impeded by working to keep public employees out of all the proposed legislation. This can be advocated on constitutional grounds, namely, that payments made by local or state governments are taxes which the federal government cannot legally impose.

A second deceleration technic is to postpone the whole issue as it applies to public employees until after the war. It might be argued successfully that local and state governments cannot afford to make the social security payments for their employees. It may be argued that we need to postpone the issue now in order that teachers and other employees may relax and put their full energies to winning the war. If postponement were assured the states could then spread and improve their present retirement systems. Also the federal government might seek methods for introducing social security with the minimum of financial and psychological shock to public employees.

A third possible deceleration procedure would be to attempt to change the present dominant social philosophy of government. To do so means essen-

tially to seek to stabilize the relative powers of state governments and the power of the federal government. This is a problem that has baffled keen minds ever since Alexander Hamilton and Thomas Jefferson. We fought a war over this issue. Perhaps some of you are ready to tackle the problem. If you do I shall say once more, "Steve Brody was a piker."

FEDERAL AID FOR THE EDUCATION OF ADULT ILLITERATES

G. L. MAXWELL, ASSISTANT SECRETARY, EDUCATIONAL POLICIES
COMMISSION, WASHINGTON, D. C.

The 1940 Census revealed some startling facts about the educational attainments of adults and our heavy national burden of under-education. The census showed that a total of 10,104,612 adults twenty-five years of age and over have not completed more than four years of school. That is 13.5 percent of the adult population. It is more than the combined adult populations of California, Oregon, Washington, Idaho, Montana, Nevada, Utah, Arizona, New Mexico, Wyoming, Colorado, North Dakota, South Dakota, and Nebraska. If *all* the adults in these fourteen western states were below the fifth grade in education, the rest of the nation would be greatly disturbed, and the federal government would be spending millions of dollars to raise the educational level of the "backward people" of the Far West. But when we have the same number of adults below fifth-grade level, and scatter them thru the nation, only a few people are much concerned about it, and the federal government does nothing. At least that was the case until a few months ago.

Then something occurred which showed us that this condition of under-education was definitely handicapping the nation's war effort. It was reported that of the first 2,000,000 men who appeared before Selective Service Boards, 142,000 were rejected because they could not meet the Army's fourth-grade educational requirement. Before this war is over, we shall need those 142,000 men and all the other thousands who will be similarly rejected in the months to come. We must remember, too, that the same lack of education that disqualifies men for Army service also handicaps them as workers in industry and agriculture.

This is a national need and a national problem. There are as many under-educated adults in the North as in the South, more in New York or Pennsylvania than in any southern state, more in California than in South Carolina or Mississippi. Therefore the federal government should pay a large share of the cost of a prompt, intensive effort to remove this handicap of under-education, at least from all whose services are needed in the war effort.

The Legislative Commission of the National Education Association is therefore supporting a measure to appropriate \$10,000,000 to the U. S. Office of Education for distribution to state departments of education for use in elementary adult education in the public schools. The Department of Adult Education is also actively interested. At present this measure is in the

form of a request from the United States commissioner of education, approved by the Federal Security administrator, for an addition of \$10,000,000 to the budget of the Office of Education. The request has been referred to the Bureau of the Budget for action. If it is approved, it will go at once to Congress. If it is not approved, it will probably be necessary for the appropriation measure to originate in the House of Representatives. Whatever the means, the money must be appropriated, the job must be done. The war effort of the nation requires it.

LEGISLATION AFFECTING POSTAGE RATE ON BOOKS

JOY ELMER MORGAN, EDITOR OF THE JOURNAL, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

For many years periodicals enjoyed a much cheaper postage rate than was available for the distribution of books, which required parcel post rates according to zones. Citizens living at a distance from the publishing centers were therefore obliged to pay several times the amount of postage required of those living near these centers.

The NEA, long interested in better postage rates for books, joined other groups to form the National Committee To Abolish Postal Discrimination against Books. This Committee in 1938 called the attention of President Roosevelt to the fact that the cheapest pulp magazines could be sent thru the mail for a fraction of what it would cost to mail an equivalent weight in Bibles. The President, under temporary authority granted by Congress, issued a Presidential order to extend from November 1, 1938, to June 30, 1939, establishing a uniform rate of $1\frac{1}{2}\phi$ a pound on books. Before this order expired it was extended to June 30, 1941, to allow time for gathering data as to the value of the service and revenue derived from it.

By 1941 advantages of the uniform rate had become apparent to the President and Post Office Department, and a bill (S. 337) was introduced by Senator James M. Mead of New York to establish the rate permanently. This bill passed the Senate without opposition. Hearings before the House Committee on Post Office and Post Roads, however, revealed considerable opposition. Because the rate was showing an estimated annual postal deficit of seven or eight million dollars, postal employees seemed to feel that it would jeopardize needed pay raises. Mail order interests seemed to feel that it would lead to higher parcel post rates. Advocates of the new book postage rate pointed out, however, that periodical rates produce a much larger estimated deficit of seventy or eighty million dollars per year.

To allow time for further consideration by the House Committee, the President extended the rate to November 1, 1941, and later to June 30, 1942. A bill (H. R. 5870) was introduced which would have provided the special rate only for "educational and religious" books—a measure impossible to administer. Finally the House Committee voted to amend the Mead Bill, inserting the 3ϕ rate and the objectionable limitation to educa-

tional and religious books. A Conference Committee, adjusting the differences between the House and Senate bills, agreed to the 3¢ rate but struck out this limitation. The report of the Conference Committee passed the Senate and House and was signed by the President on June 30.

The text of the Book Postage Law effective July 1, 1942, provides that the postage rate on books consisting wholly of reading matter or reading matter with incidental blank spaces for students' notations and containing no advertising matter other than incidental announcement of books shall be 3¢ per pound or fraction thereof, irrespective of the postal zone of destination thereof. A book is defined by the Post Office Department as a substantially bound publication of 24 pages or more, at least 22 of which are printed.

Comparison of costs under the parcel post rate and the 3¢ book rate reveals the advantage of this new rate to teachers and schoolboards. Books may be sent by either rate, whichever is cheaper. Except for larger shipments in the first three zones, the book rate is uniformly less. For example, a 70-pound shipment of books to the eighth zone costs \$2.10 under the book rate, \$7.44 by parcel post.

BACKGROUND AND MAIN PROVISIONS OF PRESENT FEDERAL AID BILL, S. 1313

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According to figures compiled from the 1940 Census, 10,104,612 or 13.7 percent of all persons twenty-five years of age and over had a fourth-grade education or less. These figures show considerable progress since the First World War but they are particularly significant now in view of the present ruling of the Selective Service System to the effect that men with less than a fourth-grade education will not be accepted for the Army. Too many human resources of our country have been deprived of the opportunity for an education sufficient to serve their country at a time when manpower is at a premium.

Federal aid for education is not new in our country. The Ordinance of 1785, providing for the official survey of public lands to the west of the original colonies, specified that lot No. 16 of each township should be reserved for the support of public schools. From that date to the present the federal government has subsidized the public schools in this country with land and money.

The National Education Association has actively promoted federal aid for education in one form or another since about 1869, when the National Teachers Association—forerunner of the National Education Association—became actively interested in the proposal for a national university at Washington. Later the Association recommended the establishment of a federal Department of Education with a Secretary in the President's Cabinet and the appropriation of \$100,000,000 annually to the states for the im-

provement of schools generally. Other measures were proposed, some successfully, but too many worthy projects failed for lack of adequate support. Now we have S. 1313 which proposes to reduce inequalities of educational opportunity in public elementary and secondary schools.

The NEA officers and staff members have provided an abundance of information in support of our bill. We must see that it is intelligently used thruout the country. Most of the information in this presentation comes from two recent NEA publications: *Federal Aid for Education Now* and *Federal Aid for Education: A Review of Pertinent Facts*.

In November 1941 the newly organized Executive Committee of the Legislative Commission of the NEA was called to NEA headquarters in Washington, D. C. In February of this year the final draft of the bill was reviewed and presented to several national allied and interested organizations for suggestions and support. Plans of action were agreed upon.

The pending bill, S. 1313, is sponsored by Senators Elbert D. Thomas (Utah) and Lister Hill (Alabama). Some of the outstanding provisions of the bill are:

1. *Title*—A bill to promote the general welfare thru appropriation of funds to assist the states and territories in reducing inequalities of educational opportunities thru public elementary and secondary schools.

2. *State control of public schools*—The first section of the bill is a statement of policy in the light of which all other provisions of the bill will have to be interpreted.

SECTION 1. No department, agency, or officer of the United States shall exercise any supervision or control over any school with respect to which any funds are expended pursuant to this Act, nor shall any term or condition of any agreement under this Act relating to any contribution made under this Act to or on behalf of any school or State educational agency authorize any agency or officer of the United States to control the administration, personnel, curriculum, instruction, methods of instruction, or materials of instruction, it being intended that the control and supervision of public schools shall remain solely a State function, or a local function under State law.

3. *Amount and purpose*—This is an authorization bill; that is, it authorizes the Congress to appropriate funds for the purposes specified. It is not an appropriation. The appropriation bill will have to be introduced after the authorization bill is passed. The reason for this procedure is that an appropriation for an unauthorized purpose would require a two-thirds vote for passage, while the authorization and then the appropriation require only a majority vote when considered separately.

4. *Apportionment to states*—According to Section 3 the funds will be apportioned to the states by the United States commissioner of education on the basis of the number of inhabitants five to seventeen years old, inclusive, and the personal net income in the respective states. The formula for doing this is written into the bill, so that the commissioner has no discretion in determining how much money goes to any state. The objective of the method of apportionment is to get money to the states in proportion to their respective needs for additional funds.

5. *Use of funds by states*—The funds received by the states will be used for the expenses of public elementary and secondary schools. If the state decides to do so, the elementary school may include kindergarten and nursery-school classes and the high school may include thru the fourteenth year. Not more than 20 percent of the funds can be used for buildings, equipment, and land and not more than 2 percent for administrative expense of the state department of education.

6. *State plan of apportionment*—The plan of apportioning the funds to local school jurisdictions will be determined by the respective states. The legislature will by

law accept the funds, provide for their administration thru the regularly constituted state educational department or officer and either make a plan or authorize its chief state school officer to make a plan of apportioning the funds in such manner as effectively to lessen educational inequalities.

7. *Auditing*—The accounts of the chief state school officer will be audited by the United States commissioner of education. The audits of local school systems will be made by the chief state school officer. No federal official will audit local accounts. If funds are unlawfully used, an equal amount will be withheld from the next apportionment.

8. *Administration and research*—An amount not to exceed one-half of 1 percent of the amount authorized by the bill is to be made available to the United States commissioner of education for administrative expenses and for allocation to state departments of education for research and studies pertaining to the best uses of the funds received under the Act.

9. *Reporting*—The local school jurisdictions are required to make reports to their chief state school officer who in turn is required to make reports to the United States commissioner of education on the uses made of the funds received and the results obtained. The commissioner is required to make annual reports to the Congress.

10. *Equitable apportionment for benefit of minority races*—In states that maintain separate schools for children of minority races, the minority races must receive at least their pro rata share in proportion to population without any decreases in the proportion of public funds spent for schools for minority races in the fiscal year ended in 1941.

11. *No reduction of state funds for public schools*—The funds received from the federal government under this act cannot be used to replace or to reduce state funds. In order to qualify for receiving federal funds under this act the state must continue to spend for public schools from state revenues annually at least as much as was spent in the fiscal year ended in 1941.

To get federal aid for education will require the united, informed, and enthusiastic support of every teacher in our nation.

ORGANIZING A STATE FOR FEDERAL AID CAMPAIGN

C. O. WRIGHT, EXECUTIVE SECRETARY, STATE TEACHERS ASSOCIATION,
TOPEKA, KANS.

The attitude of "Let George do it" will not bring us federal aid. Each has his own responsibility. The NEA alone cannot do the job. Every state and every teacher must participate. Responsibility cannot be delegated.

The type of organization must vary to fit the state. Some states will carry the work forward thru existing committees, while other states must of necessity set up new machinery. The Kansas plan will be discussed not because it is better than any other but because it may be suggestive of one way to carry out the work.

The promotional activities center in the state association, tho there is close cooperation with the state department of education, teacher-training institutions, and other educational agencies. A special committee was named over a year ago by the state association and the committee tackled its work thru study in preparation for the actual drive. The committee is composed of one representative in each of the six congressional districts with the president of the association as chairman of the group. The past-president of the association is also a member of the committee. The leader in each congress-

sional district has organized his district by counties and zones with leaders named in each area.

The Kansas State Teachers Association set aside an earmarked sum of \$1000 for the work of the committee. If more money is needed there are means to make it available. Kansas is convinced that a good job can be done only with adequate funds. It is useless to appoint a committee or a commission and place it on a poverty basis.

Committee meetings have been held when necessary. A committee meeting was called when R. E. Jagers of the NEA visited the state. District meetings have been arranged in the various congressional districts. County meetings have been held thruout the state under the direction of the leader of the congressional district.

The state's need and the state's benefits have been stressed. The national need has been emphasized, and the responsibilities and problems of the school in the war and the peace period have been urged. A special point has been that the job is too big for just local and state support to handle.

NEA materials have been distributed thruout the state by the congressional district leaders. The state association, thru its *News Flash*, distributed to 3000, has covered the developments of the federal aid program when the developments have occurred. The program has been advanced on the principle that information will bring results. The *Kansas Teacher* has kept members of the organization informed. Addresses have been given before civic clubs. Information has been distributed to editors of newspapers. Contacts have been maintained with lay organizations, such as the parent-teacher association, AAUW, and League of Women Voters. Teachers as well as laymen have been urged to communicate with their senators and congressmen.

The educational leaders of Kansas are convinced that the next few months offer us a real opportunity for securing federal aid. We think that if the bill is placed for a recorded vote before November the opportunity for securing federal aid is excellent.

NATIONWIDE ORGANIZATION FOR FEDERAL AID

R. E. JAGGERS, DIRECTOR, TEACHER TRAINING AND CERTIFICATION, STATE
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When the United States began the war effort in earnest the emphasis was placed upon production. It was recognized that men, no matter how strong they may be physically or intellectually, make a poor striking force unless they have an adequate supply of the instruments of war. To that end the government set production goals and organized industrial power so well that a high level of effectiveness has been attained in the output of war materials. In order that there might be a skilled mechanic at every place in the production program the federal government appropriated money so that short courses could be provided for those who must learn special skills connected with production. These men had not been provided this opportunity in their regular school life.

The government soon began to sense the need of persons who have had preparation beyond that required to learn a single mechanical skill. Men must be able to operate machines, to organize them into a fighting force, to take them into battle, to bring them back. Such abilities do not come from short courses completed in a few weeks but are products of sustained programs of careful preparation covering the period from the time the child first enters school until he finishes high school or college.

In a press release on May 14, 1942, the Army and Navy Departments stated: "It is imperative to the success of the war effort that there continue to flow not merely into industry but also into the armed forces numbers of men having the requisite educational background for rapid assimilation into certain increasingly important and increasingly technical fields of industrial and military services."

The problem pointed out in this release is not limited to keeping young men in college where they may flow into needed services but it is as critical in the educational levels below college. If the colleges are to have this reserve, then they must get their supply from the secondary schools and, in turn, these must come from the elementary schools. This means that if the reserve pool at the college level is to have the required number of men with adequate educational background, the movement must be kept steady from the lowest grade of our elementary schools thru the highest grade of the secondary school in order to keep the leadership assembly line feeding directly into vital war services and indirectly into these services thru the college. This inevitably places the entire school system in the war effort in a direct way. To make the million school teachers and the million school rooms fully effective in the war effort, not only in the training for mechanical jobs but for leadership posts, the entire public-school program needs the same financial support of the government that has been accorded other agencies in the war effort.

The regular phase of the school contributing to this need is still at a peacetime pace in more than half of the states because they are financially unable to step up the program to the pace of war. There are sixteen states in which 50 percent of the teaching and supervisory staffs receive from \$20 down below \$12 per week on a fifty-week year, and ten other states pay their staffs an average ranging from \$24 down to \$20 per week. These are peacetime salaries in wartimes and the results inevitably are even below peacetime levels.

The effect on the war effort is shown by the fact that in eight of these states more than 50 percent of the boys of high-school age are not in high school and will not feed into the reserve pool. In fifteen more of these states more than one-third of the boys of high-school age are not in high school and will never be available for the leadership pool.

The profession believes that if the regular school program is vital to the war effort, and this is definitely indicated by the Army-Navy release, then it should be rendered assistance by the federal government in proportion to its contribution. When we ask for \$300,000,000 for the regular elementary and secondary schools, we are not taking money out of the war

effort. On the other hand we believe sincerely that it will be a major contribution in winning the war.

You may ask, How will the passage of S. 1313 serve America in war as well as in peace? The answers are abundant. It will help them change the school program from a peacetime to a wartime level. The states want to make their contribution to winning the war, and it will help the states to bring more of their own people back into high school and offer the kind of preparation which will not only aid the war effort but contribute to the peace after the war. It will make a million school rooms under the leadership of a million teachers fully effective since the government will have recognized thru this aid that they are really an essential part of the war effort. It will provide remuneration for school teachers comparable to that of other agencies contributing to the war. Teachers will not be lured from school room by the promise of high salaries in private industry. Since children now in school will have to pay the cost of the war it will give them preparation to bear the burden intelligently. Schools will actually become a reservoir from which leadership will flow to more highly technical positions in the armed service and in the production enterprises. It will enable the poor states to furnish a larger proportion of their own men to the war effort than they are now doing. The cost will be relatively nominal.

Since the profession believes in the above program, it has decided to present to the government in an as effective manner as possible the necessity for passing the Thomas-Hill Bill, known as S. 1313.

In order that this message might be carried to all the people, most of the states under the leadership of their education forces have effectively organized not only with a statewide focus but also upon the basis of congressional districts. Organizations have been set up for the purpose of supporting the Congress in the passage of this bill and upon the assumption that each senator and representative wants to be informed about the needs of the people whom he represents.

The fight for the passage of this bill is not easy. Many persons have not yet seen what is so clear to our profession, namely, that the bill has in effect become a war measure. Many persons have not begun to fight in earnest. Other persons have not overcome their defeatist attitude; they do not have faith. Others do fight, do have faith, and do believe that the bill can and will pass.

The profession should be greatly encouraged by the fact that S. 1313 has been reported by the Senate Committee on Education and Labor and is now on the calendar of the United States Senate. There is every reason to believe that the Congress and the executive department of the government are seeing more clearly as the days go by that the passage of S. 1313 is one of the most significant things that can be done in waging the war against autocracy.

Public Relations, Schools and the War

CHILDREN, YOUTH, AND THE WAR IN ENGLAND

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For nearly three years now war conditions have prevailed in England; for at least a year before the actual outbreak of war there was the constant threat of war. During all this period the children and youth of England have been the victims and participants.

In the bombed cities, health and social services have been reorganized and coordinated with other welfare work, and special efforts have been made to improve conditions in the public shelters where life is at best an unwholesome and unfortunate experience for any child or youth.

Early in the war the educational system was disrupted for months, and even now it operates under enormous handicaps. But gains have been made; curriculums have been broadened; country and city teachers and pupils have benefited by association with each other; nursery education has been thoroly established in principle and put more widely into practice; and there has been renewed interest in reorganization of the whole government school system.

An increase in juvenile delinquency has been brought about by a number of factors associated with the war. The most important and effective attempt to combat this trend toward asocial and aggressive behavior and to meet other needs of children and youth has been the development of a nationwide youth movement to provide leisure-time activities, either recreational or in the form of training for national service.

Many children of fourteen to seventeen years are engaged in industry or agriculture, and under a regulation of May 1942 school children of twelve and over may be exempted from compulsory school attendance in order to give help with seasonal agricultural work in term time.

The most dramatic change in the lives of children and their families during the war has been the evacuation from cities of danger to areas of relative safety. Of the evacuated children leaving London in September 1939 about three-fifths were children in the elementary grades of school; about two-fifths were children under five years of age. The number of adolescent youth fourteen to eighteen years of age that have been evacuated is not available, but it is undoubtedly much smaller than that of younger children. The evacuation and care of pregnant women has been one of the most successful parts of the evacuation program.

The procedure of evacuation has been steadily improved. Standards of care have been raised, community facilities in reception areas have been strengthened, and health and welfare services, school facilities, and trained personnel have been redistributed.

In the first great evacuation, school children were sent in school groups with their teachers. The establishment of classes was therefore relatively simple but the problem was to find quarters and equipment. Many school

classes had to be conducted informally. This perhaps was not all bad, for teachers and children discovered the value of informal classes and discussion groups and the mysteries of country and farm life. Some of this advantage is being carried over permanently.

The war has given great impetus to nursery education. Nursery schools have been established in reception areas and in industrial cities and an extensive program for training teachers has been undertaken.

Perhaps the most fundamental problem is the effect of the war on the emotional life of children. Everything else that happens to children in this war period is bound up with this.

Differences of opinion and not a little confusion have arisen over the relative effects of bombing and disaster on children when they remain in cities and of the insecurity that comes when they leave home and are separated from one or both parents. No one really knows yet the seriousness of the scars made on children by the destruction of their homes and families and the frightfulness which some of them have witnessed.

Psychological disturbances occur in overt, easily recognizable form in a relatively small proportion of the total number of children evacuated. Although psychosomatic disturbances are common, as are asocial and aggressive behavior difficulties, more serious psychoses are relatively uncommon.

Here in the United States the time is now ripe for some nationwide action that will assure the necessary help to tide our children over the long stretch of war ahead and bring them into the peacetime that will follow with sound bodies and minds and a clear understanding of what it means to be able to live in the country of the four freedoms. The "Charter for Children in Wartime" adopted recently in Washington points the way. It is the people's task to carry it out.

A WAR POLICY FOR AMERICAN SCHOOLS

FREDERICK M. HUNTER, CHANCELLOR, OREGON STATE SYSTEM OF HIGHER
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To us whose life work is teaching in and administering American schools, the issues of the present momentous world conflict have deep and far-reaching meaning. While the immediate policy of wholehearted participation of the American schools is perfectly clear, the charting of the course of our educational system for the entire period of the war and the closely related peace requires careful analysis and wise planning. Our teaching upon all levels has been characterized during the past two decades by emphasis upon peace as a supreme good, critical analysis of our democratic system, broad foundations for our tolerant and complacent manner of life, and preparation for what we chose in the affluent 'twenties to term "normalcy."

Now we have thrust into our instructional content the problems of the dangers to democracy rather than the flaws to be found in it; the necessity of creating an awareness of what a world without freedom would be like; the question of winning a war before the tribunal of American public

opinion; the issue of sufficient general economic knowledge to prevent the war financing from completely wrecking our economic structure; the creation of a permanent morale for the maintenance of a democratic way of life. All these are transformations of our traditional curriculums and instructional methods in a system of procedures that conform to the new necessities of emergency.

But the major battle of the war is on the home front. We shall win or lose this conflict in the battle for American public opinion. Naziism masquerading as Americanism is the most effective and insidious of the fifth-column assaults of the enemy. A host of propagandists of the stripe of the secessionists is a greater threat to the final triumph of freedom than the German Army or the Japanese Navy. While they are crying defeat, our best economists give us basic facts which beget confidence and inspire greater effort and devotion. At the close of our last calendar year, our industrial production was the highest in history; and while there are yet great difficulties to be overcome, it is evident that with a unified American purpose production is going to be adequate for the gigantic task ahead.

A new responsibility for loyal Americans and a special wartime assignment for the schools is to undertake the all-out project of diverting the critical attitude of mind from the weaknesses and failures of our democracy to the threats to it from these subversive, fifth-column assaults. For generations the prize product of American culture has been the critical attitude of mind. Nothing short of such a product could conform to the spirit of the scientific era. We have long treasured the questioning attitude toward every element of our democratic society. So far have we carried this viewpoint that our American youth have at times doubted the worth of democracy at all. Now that we and they have before our very eyes the evidence of these terrible comparisons, revealing the bitter fruits of dictatorship, tyranny, and slavery, our democracy, with all its flaws, stands forth as a supreme and noble consummation of human aspirations.

A policy that turns us from isolationism to world conceptions and makes crystal clear these differences of the way of life under dictatorship and under democracy is the new emphasis required for our national war effort. It is now, and for years it will continue to be, a major responsibility of the schools to emphasize the great basic difference between free and slave-driven peoples.

Economic literacy is fundamental to the survival of democracy. World War I almost wrecked the world with its tragic economic aftermath. The great depression drove home to most thoughtful Americans, and especially to the schools, the fact of great popular ignorance of the operation of modern economic laws. A movement toward a remedy was becoming clearly discernable. Now, with the emergency necessity for financial planning of hitherto unimaginable proportions, a trend of the yesterday before the war has become a vital requirement of the crisis of today. We, the people of America, must even now come to a broader and clearer understanding of the production system of the nation than we have ever had under the complacent peacetime psychology of the past. Our economic survival depends upon it.

The enlistment of all the manpower and womanpower places new responsibilities upon our profession. In 1942 we are in need of thousands of special technologists that we do not have. All these are vital to the success of the war and are requirements over and above the specially trained pilots, mechanics, and fighters essential to the armed services. It is our duty to prepare blueprints for a system of vocational and work-experience education aiming at the adjustment of all youth thru the upper levels of high school and into actual production occupations and higher institutions of professional training and specialization. No haphazard plan will do. It must be a vocational and professional adjustment program for all American youth thru the agencies of our present system of locally supported and administered free schools.

To guarantee an equal opportunity to the youth of all the states, federal assistance will be required; but the administrative control of curriculum content and instruction must be carefully safeguarded and reserved for the states and their local school districts. The safety and welfare of this Republic requires that no youth problem of unemployed millions with a stagnant productive system must ever be permitted again.

The part of the teaching profession is to devise the plan. Such a project is now being undertaken by the Educational Policies Commission of the National Education Association. It will be developed in cooperation with and thru the school systems of the several states of the Union and under the advice and counsel of the U. S. Office of Education.

The war brings home another truth inherent in the democratic scheme of life—to teach democracy by lip service and critical philosophy is futile. Youth is too red-blooded, too insistent on action, and too eager to contribute and participate to permit a leadership on the basis of theory only. We can prove democracy a sound philosophy both by historical and intellectual evidence. Scrutinizing analysis will point out the defects in the practice of it, and the most acceptable and promising remedies; but nothing short of a feeling of personal responsibility for it and the defense of it can propose a natural challenge for our red-blooded Douglas MacArthurs and Colin Kellys. To provide such a natural challenge for all ranks of American youth, there should grow out of our wartime experiences a universal selective service in which the educational institutions, the productive system, and the armed services share alike the responsibility and opportunity for bringing American youth to a full-fledged level of loyal, responsible American citizenship. In one or the other of these fields every youth ought to make a contributive or productive experience of at least one year, and preferably two, before the age of twenty-five.

Our recently established wartime plan of a professional and skilled service roster for all the manpower and womanpower of the country offers an avenue of approach. The teaching profession, thru the agency of our free school system, both public and private, should take the leadership in instituting a nationwide policy of training for citizenship by actually practicing responsibility for and contribution to our democratic living.

These, then, seem to me to be the services most commanding our attention and devotion during these war days. Our consecration to the cause of democracy will lead us to teach American youth and manage the institutions of education of our democracy with a feeling that in so doing we are carrying a major role in the prodigious war effort of the American people. Without the contribution of our schools, we would be unable long to defend our democracy; nor could we maintain it thru the years except with the patriotic leadership of 1,000,000 American teachers.

OUR YOUTH AND THE WAR

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MOBILIZATION BRANCH, OFFICE OF CIVILIAN DEFENSE,
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One cue to understanding the outlook of youth is their attitude toward the future. On the whole, youth are optimistic. They are optimistic because time is on their side and they know it. They may fail once at some task but they have time to try again. Another factor in their optimism is the favorable ratio between their powers on the one hand and their responsibilities on the other. Physically they are attaining their peak. Moreover, their native intelligence is mounting but their duties are still relatively slight. Never before have they been and never afterwards will they be equipped with a greater surplus of physical and mental capacities over and above the requirements of society. No wonder young people are optimistic. They feel the surge of new strength and have yet to experience the full test of life.

Without any malicious design on the part of any persons or agencies or group of persons or agencies, up to a year and a half ago a state of affairs had arisen when society seemed to have no place for the full number of its youth. The normal desire for the attainment of an adult status was blocked for many and made unusually difficult for more. But now we have entered an emergency, when youth suddenly become needed to manufacture and bear arms for the defense of the country.

An important feature of the situation is that youth seem not to be aware of the meaning of this sudden reversal and as a group they do not appear to possess a consciousness of the limitations formerly imposed on their status. If they as individuals realized that their lot was difficult they rarely felt that it was any more serious than that confronting persons of other ages, and deep in the recesses of their incorrigible optimism they believed that the future would give them a chance.

A product of the training of their elders, young people had moreover acquired a sincere revulsion at the prospect of war. At first they quietly resented the military interruption of their efforts to establish a place for themselves in society but now they are accepting the belief that they possess the best physical equipment for military service. They are also, along with their elders, realizing the necessity for building up a formidable machine for the defense of the nation and the defeat of the Axis.

It is not surprising that young people have failed to develop a consciousness of their status as a group. Like everyone else, young people are in a state of constant becoming. Whatever the chronological or developmental line separating them from childhood on the one hand and adulthood on the other, they are continually advancing into stages of greater maturity.

Another factor preventing the differentiation of youth as a group is the cohesiveness of family life. In spite of discouraging evidence, the home exerts a powerful role in society. In spite of the tendency for young people to assert their independence, a strong loyalty links young people with their parents. Moreover, in spite of recent economic dislocations, it must not be forgotten that America has established a strong belief in the ideal of equal opportunity. It is evident therefore that there are strong forces binding youth to the main tree of American society. If under extreme circumstances youth should take on a clear-cut groupistic attitude, it would probably arise from the domination of some powerful clique of adults seeking national leadership, or it might arise from a situation in which successive generations of youth were confronted with a prospect of growing hopelessness.

For the present and for the duration of the emergency there will be an ample place for youth. The current crisis both nationally and internationally is different from former crises in the involvement that it imposes on all sections of society, but even in these days of total conflict youth are still the prize resource of the nation. They are the vanguard of defense.

But what lies ahead in the days of reconstruction? What will happen to youth is bound up with what will happen to all. Speculation about the period following the emergency falls into two categories—one pessimistic and the other optimistic. The pessimistic view maintains that we will be confronted with a debt so huge that the dislocations of the early thirties will be a trifle in comparison with the depression which will settle down over the country. If this forecast is correct, we have every reason to believe that youth will occupy the same status in the new depression that it occupied in the old. If the young men returning from military service are given priority in employment, the new generation of youth, who are just coming of age, will be shut out by this inevitable competition. On the other hand, if the ex-service men along with their younger brothers are shut out of the jobs taken over in their absence by new machinery and older workers, society will be confronted by a youth problem much more serious than any we have known before.

On the other hand, the optimistic view opines that two other factors will not only prevent the much feared depression but will bring us to the threshold of a new era of abundance. Before the emergency is over a large part of our productive capacity will be devoted to military purposes. This level of output will constitute both an increase in the productive capacity of the country and a heavy diversion of our production for nonmilitary needs. The nation's back log of demand will be so great that we can shift from a wartime to a peacetime economy without collapse. But more important, the emergency will have increased the trained personnel and equipment of the country beyond anything we have ever known and will have pointed the

way to the development of an expanding economy which from early history has been the dominant motif of American life.

Whether the pessimistic or the optimistic picture prevails, one thing is certain: We can no longer accept depressions and an economy of scarcity with the same complacency that we formerly did. Before the emergency, people of all political parties and all levels of society were becoming disturbed by the contrast between the poverty of great sections of our people on the one hand, and the curtailment of production on the other. Now the mobilization of productive power required by the emergency makes this contradiction even more difficult to understand. In the face of the resources that the nation will know it possesses, there will be a growing tide of insistence that if we can mobilize for war we can and must mobilize for peace. In such a mobilization, people of all ages will have a stake, but the stake of youth will be the greatest because they will have the most to gain and the least to lose.

Youth are dynamic and on the side of growth. Static and decline are foreign to their mood. Hence they are not as much interested in defense as a measure of maintaining the democracy we have as they are in defense as a chance to achieve the more complete democracy that is yet to be. We need their hope for the coming peace even more than we need their bodies and skill for military defense. But as long as society requires youth to prepare if necessary for the ultimate sacrifice it is morally bound to create conditions whereby their hopes are matched by opportunity.

PUBLIC RELATIONS AND THE WAR

A. HELEN ANDERSON, SUPERVISOR OF PUBLICATIONS, PUBLIC SCHOOLS,
DENVER, COLO.

It is time that school people faced reality with regard to the whole field of publicity, advertising propaganda, and public relations—to know that both the worthy and the unworthy, the social and antisocial forces of the world have used these methods and will continue to use them. What matters is the integrity of the people or organization concerned, the social values of the cause that is being advocated, and the honesty of the technics involved.

The public relations program of the school is fundamentally an adult education program and must follow the pattern of good teaching anywhere. In such a program we must learn to talk *with* people instead of always talking *to* them. We must live with our communities, not apart from them. We must realize that education cannot be an oasis in a desert. Education is safest in a good community, and as we work to improve, in all respects, the communities in which we live, we automatically make the kind of community which demands good educational institutions.

We must understand our communities—their fears, prejudices, insecurities, and sensitivities. Neighborhoods as well as individuals are conditioned by past experiences.

On the basis of such understandings, we shall build a public relations program that is vital in time of entire war or peace. Out of this war a

thousand voices will compete for audience. The disillusioned will clamor for the maintenance of a permanent armed citadel and for an educational program to man it. Idealists will seek to exterminate from the schools everything that savors of militarism. Those frightened by the size of the national debt will strive to skeletonize school programs in the interest of balanced budgets. Victims of nostalgia and the selfish will seek the security of the old familiar things—schoolrooms, legislative halls, and stock markets. What a din there will be, each group with its own publicity campaign.

What will be our task? It will be that of educating people to realize that no generation can guarantee, even thru a victorious war, the safety of the next generation. All it can do is to equip that generation to take care of itself. We must prepare boys and girls to solve their own problems in an unpredictable world. We must not yield to campaigns for a total education for peace or for a total education for war. We cannot, in the future, follow an “either, or” philosophy. Our job is that of facing all contingencies, of working for support for a school program that will prepare the young people now in school to work for a world of peace and to protect themselves in case of war. In this seeming contradiction we must develop a program of health for all children, we must understand and conserve our human resources to the point where no potential scientist or statesman is lost because of “no funds.” Education for all must be something besides a beautiful theory, and every child in the United States must leave our schools with a love of country that comes from a realization that his country is, thru the schools, interested in him as an individual.

This is education for the preservation of democracy, education that will cost more than it has in the past. To secure such education we must mobilize public support to educate all the children of all the people to take care of themselves and their country, come what may.

Thursday, July 2

Working for Victory

AGRICULTURE AND THE WAR

ROY M. GREEN, PRESIDENT, STATE AGRICULTURAL COLLEGE,
FORT COLLINS, COLO.

Particularly in wartime the margin between subsistence and starvation is so narrow for large numbers of people that governments are forced to attempt regulation of quantity, quality, and price of agricultural products. Agriculture, therefore, is faced with a general situation by no means new or strange to agriculture. The principal difficulty with government price fixing in wartime is not in the enforcement of maximum and minimum prices but in accurately anticipating the future effects of a given price on supply and demand.

The increased ability of agriculture to produce has come about in considerable measure from mechanization of farms. To try to reverse this process by going back to horses and mules, as some talk, is a slow, time-

consuming proposition and not conducive to keeping up the present scale of production, especially under conditions likely to be more adverse.

The government has requested an increase in agricultural production over 1941 of around 10 percent on the average—some products more, some less. This is just about what would be absorbed by our own population growth in a 10-year period. If the war is to be prolonged, as it now looks, the task of agriculture in doing its part will become greater. Agriculture is now making its easiest contribution to the food supply. It started the war with a good stock pile and has restored much of the production depleted by the droughts of 1934 and 1936. We have enjoyed five years in succession of unusually good crops, 1937 to 1941, with good prospects for 1942. Six good crop years in a row is an unusual experience. We can look to facing some years ahead of us that are more difficult rather than more bountiful.

At the beginning of the war in 1939, in spite of debt liquidation and farm foreclosures up to that time, the farm mortgage debt in the United States was about twice what it was just previous to the beginning of war in 1914. This time, however, when the war began, more had been done by the government to maintain important agricultural prices at a minimum of parity than had ever been done before. Minimum prices are protection to producers just as maximum prices are protection to consumers. This and a subsequent advance of 30 to 35 percent in the price level before price fixing legislation materialized have eased the effects of the hangover from the last war during the first years of this war. From here on the outlook is more disturbing. Whereas the indexes of annual income of manufacturers, factory workers, and farmers have moved along within 15 percent of each other over a twenty-year period, factory payrolls by the end of 1941 were 30 percent above farm income. Any wider disparity is bound to react to a marked degree in the cost of production for agriculture. Present price fixing procedure without supplementary aids will prove inadequate in a short time.

Agriculture faces giving up much in the way of schoolroom education, labor, and transportation. Already a number of rural schools have been closed for want of teachers. If teaching declines in quality, the decline will be greatest in rural districts where financial support is weakest. The attitude of some army people and local draft boards has been that, with industry having to increase production an average of 60 percent and in cases many times over and agriculture having to increase only 10 to 20 percent, agriculture did not have much claim on labor deferment. With all the improvements that have been made, the distribution of farm products from farm to consumer is still poor.

With respect to control of quantity, quality, and price of farm products, the government's experience has been longest with regulation of the quality of products. Until recently much of the effort in this field was controlled largely as a defense against sickness and disease and not an aggressive promotion of health and stamina thru the quality of farm products. The present forced wartime interest in the so-called vital foods is recognition of the broader significance to quality in foods than mere absence of poison or decay in the foods.

The government's experience with quantity regulation of farm products is much shorter. The legalistic road has been a rough one. The American public has been more tolerant of the idea of control of oil production, the supply of labor thru law apprenticeships, unions, and even of teachers thru degrees and public certification than they have with any idea of control of food supplies. This, in spite of the fact that the same economic law applies to all, namely, that a thing that is useful is valued according to its scarcity or the difficulty of getting it. Unless there is some coordination of the power, thru organization, to make scarce or difficult to get different services and goods, then unbalances of a disturbing character will eventually mature.

In spite of the problems it faces, agriculture is responding wholeheartedly to the production demanded of it. Farmers will meet their production quotas as far as weather, disease, and pests will permit, and they are doing everything possible to offset the possible effects of these. Instead of boring you with a number of figures, I can summarize what farmers are doing in 1942 in the words of the *Federal Extension Service Review*:

American farmers will produce in 1942:

Hogs enough to make a solid procession two abreast, snout to tail, clear around the world.

Vegetables enough for one serving of good thick soup three times every day for every man, woman, and child in the United States.

Peanut and soybean oil to make more than sixty bars of soap as big as the R.C.A. building (largest office building in the world).

Eggs enough so that if you broke one every second it would take 1600 years to break them all.

Milk enough in 10-gallon cans to build 25 pyramids the size of the great pyramid of Egypt.

In addition to their production programs, farmers are continuing thru producers' cooperatives and cooperation with the government to promote the grading and standardization of their products as the citrus growers and certain other groups have done for years. If real cooperation between groups and countries is to become a statesman-like reality after this war, farmers in the United States will have had a helpful experience in the difficulties of its working.

EDUCATION AND THE WAR

CALEB F. GATES, JR., CHANCELLOR, UNIVERSITY OF DENVER, DENVER, COLO.

There are several points of emphasis which education should particularly stress. War today demands that we all have in the years that lie ahead tremendous powers and capacities for endurance. The complexities of all-out modern warfare demand that men and women in the factories, in the fields, in the hospitals, and on our worldwide war front under the seas, on the seas, on the continents and the islands, and in the air must work to the limit of human endurance.

A second requisite in war and in peace is mental and intellectual ability. The truly able mind must be trained and allowed to develop to its fullest capacity.

Effective leadership, the third requisite in war and in peace, calls for imagination and vision; for the quality of inspiring confidence when all cause for confidence may seem illusory. The Army, Navy, Air Force, and government are crying for leaders of men, for leaders equipped with enough technical knowledge and common sense to mobilize for effective action human beings with diverse technical skills and with varied capacities and potentialities.

Now it is necessary in probing for human essentials to enter upon a phase open to much academic discussion and controversy. I refer to the desperate need for spiritual stamina, a fourth requisite. The cultivation of the spirit is essential to the attainment of the free ways of life, because it nourishes also the roots of responsibility.

It is needless to point out that endurance, with its physical connotations; or mental and intellectual fiber, with emphasis on the horizons of knowledge; or the spiritual aspirations of man deep-rooted in all human experience and reaching upward are all inter-related. Education must be cognizant of all these qualities and ardent in pursuing knowledge of and understanding of them.

One of our greatest responsibilities, however, is to maintain the morale of our people. What you are doing is to maintain war morale. For us it should be more than that, because Hitler and Hirohito have people who teach war morale. What you are doing day in and day out, in class and outside of class, is to maintain the war morale of a democratic people. The words "democratic" and "people" must be emphasized. When you stress these two words, implying a nation of free and responsible individuals, it must be evident to all that your teaching has much broader implications than those concerned with the present moment. This is a good and a great thing. Why? Because the problems of a war, as complicated and terrible as they are, are not as complicated as the ensuing postwar period. Our children in schools today must know for what we are fighting; free citizens fight relentlessly only for cherished beliefs. Our children in schools today should ponder deeply that their children may live in peace.

To achieve a lasting peace, racial and international barriers must be removed as far as possible; the free flow of goods should be as unimpeded as possible; misunderstandings owing to different languages must be overcome as rapidly as possible. Every student should read and speak fluently at least some one language other than his own. Every student should be thoroly grounded in political, economic, and global geography. Every student should know the history of America and the history of the world. The reading of literature and the study of art should not be limited to linguistic or geographic areas; the great creative works of all the world, and not of any single part of it, should constitute introductory courses in the field of the humanities. It has even been suggested that there should

be an educational commission whose prime duty it should be to increase the literacy of all peoples.

These are some of the trends in education which are being carefully studied and which will develop increasingly in the future. There are, of course, others. All of us, every teacher, must be continually and consciously aware of the supreme task which lies before us. Our youth must be educated to life in an international world, a world united by air.

Democracy, moreover, to be tangible to peoples who have not lived under it, or who have only recently tasted it, must be related in the future to economics. We have freedom of religion, of speech, and of the press. Vice-president Wallace has pointed out in recent speeches that the availability of goods and products of the world to all parts of the world must be added to these other freedoms. Economic thinking must be worldwide, not state-wide or nationwide. These are important things to keep in mind as we teach for preservation of democracy.

Our future, to be livable, must be one in which we look upon people as people with individual rights—not as English or Germans or Russians or Chinese. Our heritage of freedom has in large measure come down to us from oppressed minorities fleeing intolerance in England and in Europe. The word “intolerance” suggests tolerance; but tolerance itself is not enough. Tolerance implies superiority over another and a willingness temporarily to overlook superiority. The words which should stand out clearly and sharply are “understanding,” “sympathy,” and “equality.” Understanding of another people, or of an individual person, comes thru the educational process. There must be renaissance of American idealism which sees people as individual human beings with rights and responsibilities.

We are at war. We will win victory. Whether this victory is vindictive or the steppingstone to worldwide peace for our children lies to a large extent in the laps of our educators. If, in the midst of worldwide destruction, our American men and women, thru intelligent knowledge of past history, thru vision for the future, and thru a recognition of the meaning of a word like “soul,” can preserve the capacity for love for ordinary men and women all over the world, there is hope for our children. This alone will be *victory*.

INDUSTRY AND THE WAR

WALTER D. FULLER, PRESIDENT, CURTIS PUBLISHING COMPANY,
PHILADELPHIA, PA.; AND CHAIRMAN, BOARD OF DIRECTORS,
NATIONAL ASSOCIATION OF MANUFACTURERS

In the jeopardy of wartimes we have come to understand what the Revolution of 1776 really means today to us and to our country. Just as that war was fought to make this a better world in which to live, so this war against tyranny is being fought to safeguard the gains of the last 150 years and to usher in a new period of economic and social progress for all.

We are the greatest and strongest nation in all history because there is hidden power in our democracy and freedom. It is power to accomplish

miracles. There is hidden power in freedom of education—the right to teach the truth and stimulate free minds that the spoonfed doses of Hitler's doctrine can never equal. There is hidden power in freedom of opportunity in America, the freedom to experiment, explore, invent, and adventure that no coddling under superstatehood can begin to match. There is hidden power in our freedom of press which knits the pattern of national unity and progress thru truthful information and common understanding that no Gestapo can marshal and no Goebbels can destroy. There is hidden power in freedom of enterprise which constantly batters at the frontiers of new products, new methods, and new opportunities.

Yes, we have competed with Hitler's much vaunted regimentation and in the first big battle—the battle of production. Americans are giving him a licking that is making history. Our amazing production record is not alone a victory for American industry and free enterprise. It is combined victory made possible by the forces of opportunity, management and labor, the press and education.

Remember that two years ago we had no tanks and no factories capable of producing tanks. Today we are turning out tanks like links of sausage from a grinder. Two years ago we had facilities for producing only 250 military planes a month. Today airplanes parade off the production line like marching soldiers. So it is in ships and shells and shooting equipment. One company now turns out as many cartridges as did all American plants in the last war. In every other way, from jeeps to cannons and mosquito boats, our plants are putting into the hands of our soldiers and sailors the tools of victory.

No other people could have performed that miracle. China with its older civilization could not perform such a production feat so quickly. All the people of India are incapable of such a record. Russia with all her natural resources could not do it. Nor could we in America have produced so much so soon without those hidden powers we inherited in our educational system, our enterprise system, our freedom of speech and press, freedom of religion, and freedom of political determination.

Those of us engaged in education and in industry have parallel responsibilities in the winning of the war. They complement each other. Just as the first responsibility of industry today is to produce the weapons of war in an ever rising tide, so the responsibility of education is to make available an increasing manpower, especially to meet the needs for skilled men and women, educated so that they can make their contributions with the least possible delay. The tempo of production is going higher and higher and the need is for more and more employees in plants and factories to keep the wheels turning to make war goods.

The second responsibility is to nail down this new era of understanding, so that we can erect upon it a nation more closely cemented and stronger against the whirlwinds of the future than America has been in the past. We can nail it down while the minds of men are freed of old prejudices.

A beginning already has been made in the cooperation between the leaders of education and industry. Under the sponsorship of the NEA and the

NAM there have been conferences looking toward a realistic understanding. There have been frank and impartial discussions on the differences in our viewpoints and upon the agreements. We have found that industry and education have much in common. We have cleared the air of much, on each side, that was pure prejudice or prejudice based on misconception and misunderstanding. I think that this new era of understanding has tremendous possibilities for a happier America in which there will be a healthier consideration of mutual problems as the product.

After 150 years of progress thru our incentive system, we are finding thru polls of understanding that many Americans have less knowledge of why we are a great nation than they seem to have of the principles of naziism or communism. The responsibility for this situation rests heavily upon all of us in industry and education who know so well the truth—that no other way of life ever conceived by man can compare with our way of freedom and democracy. Certainly knowledge, above everything else, is a weapon for the defense of democracy in this crisis as well as in the days to come. We cannot permit our way of life to be lost by default.

Americans began finding out about America when the bombs fell on Pearl Harbor. They found that American production was the only answer to victory. They soon found that industry had abandoned “business as usual” and was patriotically in the swing of production.

The polls show that a high percentage of people do not have enough solid faith today in our way of life to face the tomorrow of “after the war” with courage and confidence. It is this fear of the future that is the last remaining bottleneck of all-out war production. It is this fear that after we have licked Germany and Japan we will find that we in turn have been licked by a bigger than ever depression. If we could banish this economic fear from the minds of the American people, we would break our own amazing records in production of the tools of victory, and we would have half of the battle of the postwar era already won.

To the end that we win these battles, that we win the wars against fascism and against depression, I would like to suggest a program of action in which industry and education and all others who would cooperate in fighting to preserve democracy and liberty may join:

1. That winning the war comes first and everything which will contribute to an American victory be encouraged.
2. That a program for postwar prosperity will encourage war production and should be developed in every way that does not interfere with our victory effort.
3. That we are fighting this war to preserve freedom and democracy and all the essentials of freedom should be properly safeguarded so they may be speedily restored after the war.
4. That since the problems of the postwar period depend upon the solution of social and economic problems, cooperative effort of educators and industrialists and other groups be encouraged and continued.
5. That the vital functions of education in the American way of life, both during the war and thereafter, make mandatory adequate public financial support for educational institutions.
6. That legislative actions, which are not vital to the war but capitalize upon the war emergency to seek reforms which weaken the structure of free enterprise, be

opposed. That free enterprise, a basic American resource, must be preserved intact for the future.

7. That future prosperity depends largely upon acceptance of the principle of unfettered, abundant, competitive production combined with aggressive selling and marketing and that a broader understanding of the fundamentals of our economy be developed. That in fostering such an understanding, every effort be made to discourage false doctrines of economic control and planning.

8. That since maintenance of democratic principles depends upon the teaching of the necessity for preserving our freedoms, industry should offer all possible aid to educators in the furtherance of their program.

In facing the future of today and tomorrow, I hope all of us will remember that we have great hidden powers in the social and economic system which we have inherited. They are powers that we have only begun to use. We do not need something else in place of them but we need to use them better; we need to use our ingenuity and initiative to develop the full potentialities of what we have. In the days ahead we shall keep ever before us the ideal of a happy, secure, prosperous America, peopled with men and women who enjoy both freedom and the fruits of freedom. This is the America we can make by all pulling together. This is the America we are on our way to making.

LABOR AND THE WAR

JAMES BROWNLOW, SECRETARY-TREASURER, COLORADO FEDERATION OF THE
AMERICAN FEDERATION OF LABOR, DENVER, COLO.

Much has been said about labor's stake in the present crisis which is facing our nation. Let us analyze briefly just what labor is fighting for, what the outcome to labor will be should we lose the war, and the effort labor is expending in cooperation with the rest of our nation to achieve victory.

Every person present should be familiar with the ten amendments to the Constitution of the United States, ratified December 15, 1791, commonly known as the Bill of Rights.

While the trade union movement is putting forth every effort toward a victorious conclusion of the present war, it should not be hampered by those who themselves would assail the Bill of Rights and put labor in a straight jacket. Organized labor is a voluntary group of people and as such functions more efficiently voluntarily than they do under compulsion. Legislation has been introduced in our national Congress which would enslave and destroy free trade unions just as effectively as Hitler himself might, were he victorious. This legislation is being introduced under the guise of increasing war production. Accusations are being made that strikes in defense industries are hampering production.

What is the real truth? Never before in the history of our country has such a fine record of steady uninterrupted and highly accelerated production been achieved by labor. Shortly after Pearl Harbor the Executive Council of the American Federation of Labor announced a strict nonstrike policy for the guidance of affiliated unions. Since that time there has not been a single strike or stoppage of work on defense projects authorized or

condoned by any union affiliated with the American Federation of Labor. Our trade unions have measured up to their responsibilities. The few unauthorized stoppages that have occurred, the unions themselves have taken the initiative in persuading workers to go back to the job and submit their grievances to mediation, conciliation, or some settlement without the cessation of work.

Official figures just made public by the National War Labor Board show that during the month of April the percentage of time lost by stoppage of time worked was 8/100 of 1 percent. A comparison with the same month last year shows that only 1/6 the time was lost while more than three times the amount of work was performed. Certainly this is the answer to those who are continually assailing labor. This attack upon labor is actuated by those not interested in eventual victory for our nation but is supported by those who put the destruction of labor uppermost.

As further evidence of labor's cooperation with the federal government I point out that shortly after Pearl Harbor President Roosevelt called a national conference of representatives of labor and of industry to draw up a program for settling labor disputes for the duration of the war. The twelve labor members of that conference were selected equally by the American Federation of Labor and the Congress of Industrial Organizations. After several days of deliberations, these twenty-four men reached a basic understanding on December 23. This understanding consisted of but three simple points:

1. There shall be no strikes or lockouts for the duration of the war.
2. All disputes shall be settled by peaceful means.
3. The President shall set up a war labor board to settle these disputes.

The President on January 12 established the National War Labor Board to be composed of twelve men—four representing the public, four representing labor, and four representing employers. Using the national agreement between labor and industry as his base, he set up the Board as a supreme court finally to dispose of all labor disputes affecting the war effort. All labor disputes without exception are within the jurisdiction of the War Labor Board as long as they might affect the prosecution of the war.

The charge has been hurled that organized labor is selfish in retaining the forty-hour week and premium rates for overtime as against the money paid to the soldier serving in the front lines. Do these detractors of the truth take into consideration that most of the armed force at the present time is made up of the sons of members of labor; that it is the members of labor who are manning the ships at sea, manning the trucks on the highways, manning the trains carrying our troops, none of whom are receiving excessive rates of pay commensurate to that which existed in normal times considering the increased cost of living? Neither do the short-sighted accusers recognize the fact that someone must pay this bill and most certainly thru the medium of sales taxes, income taxes, and hidden taxes, the wages received by organized labor provide a steady flow of money so that our war effort may go on. If the earning power of workers of the nation is

placed on the same basis as the man in the armed forces, then business institutions, free flow of commerce, corporations' profits, and dividends cease to exist. Our banking system ends, our schools close down, every free institution we have in America goes out of existence.

It is the fond hope of every trade unionist in America that when this peace is dictated, out of it will come a finer America, an America whose peace will be free from want, an America who will not find it necessary to go to war to protect its democratic institutions every generation, an America where people will live in happiness.

The late Samuel Gompers stated in effect that if democracy was to remain, it must be thru the medium of education. The policy of the American Federation of Labor has not changed since that declaration. We have definite opinions about the security of those engaged in the teaching of our children. We feel that the same economic security we fight for for the workers of our country should prevail for those in educational pursuits. Politics have no part in our educational system. The federal and state governments must subsidize educational programs to the end that every child, regardless of race, creed, or color, will have equal educational opportunities, regardless of the financial ability of local school districts to support.

This, of course, again reverts back to the necessity of federal and state subsidy. Adequate retirement provisions must be made for all teachers and stability of employment provided for. No group in America can wield more influence than can the teachers of today, but the teachers must accept their responsibility to the student and our educational system developed to the end that the student is made fully aware of social and economic conditions facing our country. Without knowledge one cannot expect that the true values of democracy can be appreciated.

May I reiterate that no group recognizes its responsibility more than the trade union movement. None has more to lose with defeat or more to gain with victory, and it is to that victory that we dedicate ourselves.

Planning for Peace

STRATEGY FOR WINNING ENDURING PEACE

BEN M. CHERRINGTON, DIRECTOR, FOUNDATION FOR THE ADVANCEMENT OF
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America helped to win the First World War, also helped to lose the peace for which the war was fought. No one wishes to repeat that tragic mistake. Planning for the peace is part of the strategy of winning the war. Three major schools of thought regarding the organization of peace are beginning to form. The first is the "balance of power" group. Following an Axis defeat this group would have the United States, assisted by Great Britain, maintain peace by controlling the sea and the air. It would be a beneficent *pax Americana*. Russia is the imponderable factor in this policy. A cooperative Russia might guarantee its success; a hostile Russia might

prepare the way for another world conflict. The second group would preserve peace by organizing the nations by regions, the Western Hemisphere as one region; the British Empire, another; Russia, a third; and so forth. Most supporters of regionalism believe the postwar world will be dominated by power politics and the United States should establish its unquestioned supremacy, and hence security, in the Western Hemisphere. The third school of thought favors world organization. The most extreme in this group believe in a federation in which the people elect their representatives to the world governing bodies and nations surrender a large measure of sovereignty including the right of national defense, coining of money, and tariffs. The more moderate members advocate a federation of governments rather than people. Both groups, however, agree that the supreme purpose of international organization should be to serve men and not nations. Many thinkers advocate a bill of rights for all men on the earth. The sovereignty of the individual nation would be abridged as follows: (a) it would submit disputes in which it was involved to third party judgment; (b) it would renounce the use of force in its relations with other nations; (c) it would agree to disarm and support an international police force; (d) it must guarantee the world bill of rights to its citizens; and (e) such economic activities as tariffs and currency would be subject to international agreement. New world institutions that would be called for include a legislative body (possibly a revised assembly of the League of Nations), a judicial body (possibly a reconstructed World Court with regional courts in various parts of the world), an international police force including strategically located military planes and economic institutions such as international commissions to regulate investment, the stabilization of currency, regulation of surpluses, and the adjustment of tariffs.

All three groups agree that between the end of hostilities and the establishment of permanent peace there will be a transition period lasting several years in which the victors must assume responsibility for stamping out disease and famine, putting down civil disorder, restoring uprooted peoples to their homelands, and reconstructing the world's economic and industrial life.

INSURING FOR FREEDOM

MRS. ARTHUR BRIN, MEMBER, BOARD OF DIRECTORS, NATIONAL COUNCIL OF JEWISH WOMEN, MINNEAPOLIS, MINN.

Years ago Hitler stated his educational objectives in these words: "I shall eradicate the thousands of years of human domestication. I want to see again in the eyes of youth the gleam of the beast of prey. A youth will grow up before which the world will shrink."

This is very different than our conception of the youth we would like to see inherit the world. But one thing must be said for Hitler's educational objective. It is consistent. He is preparing his youth consistently for a totalitarian world. His objective is clear and his methods must be suc-

cessful for there can be no question but that German youth have faith in the totalitarian master-slave way of life and in Hitler's new order.

I by no means propose that we use the same methods of indoctrination or education which are used in Hitler's Germany. But I think we can and should ask ourselves in all earnestness whether we, in this democracy, are preparing our youth with the same consistency for the kind of world we believe they will live in.

At best, our generation can only make the blueprints for that free, new world we envision. The generation in school today will be the architects. We shall have to see the war to a successful conclusion. We shall have to undertake the tremendous work of rehabilitation and reconstruction of the transition period that will bring order out of the chaos following the war, and during that period of reconstruction we can lay the basis and make the beginning of a program of international cooperation.

But it will be the children, those now in school, who will have to see it thru. So the schools have a tremendous responsibility for rearing a generation that will understand and fulfil the promise of those blueprints—blueprints which are being made today in the Atlantic Charter, in the Lend-Lease Act, in the memorable address of Vicepresident Wallace, in the Memorial Day address by Under Secretary of State Welles, and by a host of international experts, economists, educators, and religious leaders.

Before such education of ourselves and the generation in the schools can be undertaken, I believe certain basic concepts must become crystal clear to us.

First, we must grasp the idea that democracy cannot survive unless we can put an end to the phenomenon of recurrent total wars, for total war means regimentation of industry, of labor, of public opinion. It means the complete mobilization of the economy and the civilian life disputes which they cannot settle by direct negotiation to some international agency, that before they adopt financial and economic policies they consult together, that they give up the right to declare war, that they cooperate in controlling aggression and in setting up orderly methods for changing political conditions that are no longer tolerable.

The United States must not only be willing to follow but it must lead in the effort to create a new world order. After the war the United States will emerge the strongest of all the nations, and so what the United States will do in relation to the second great international effort for cooperation is a matter of world concern. What the United States is prepared to do as to international economic agreements is a matter of primary importance. If we refuse to participate in such consultation and agreements, then we can be quite sure no other country will. We have the power to lead or wreck the nation. The institutions of democracy cannot survive in a world of recurrent wars.

Second, we must make sure that we understand the part the United States must play in the second great experiment in international organization. We must be sure that when hostilities cease there will not be a resurgence of isolationism. The bitter experience of this war must teach us that

isolationism breaks down just when we need it most, and when it breaks down it leads to intervention, and intervention means war. Unless we can establish institutions for consultation, for arbitration, for mutual agreements, and unless we can form the habit of turning to these institutions, we shall always have intervention and war.

We must understand also that effective international cooperation means a new concept of national sovereignty. We have inherited a concept of nationalism, of unlimited sovereignty, which acknowledges no responsibility to any people outside our own boundaries. According to this concept of unlimited sovereignty, every nation seeks its own well-being at any cost to the other nations. But this extreme nationalism has come into sharp conflict with the vast technological advances in science and industry.

Hitler has found a solution for this conflict. His solution has been to nationalize industry, to militarize the nation, and to secure industrial expansion so necessary to a technological age by substituting military conquest for economic competition.

We reject Hitler's solution. But that is not enough. We must find a solution for our own. Two are open to us. One involves the curtailment of industry, the return to simplest methods of production. This solution means that we give up industrial and economic progress brought to us by science and technology, an idea which it is impossible to accept. The other solution involves a change in our concept of nationalism, a relinquishment of such unlimited sovereign rights as will make it possible for nations to cooperate together in a program of common welfare.

There is still another concept which I believe we must understand fully. It is that we must expand our ideas about democracy. It is no longer adequate to think of democracy in terms of free representative government, freedom of speech, freedom from unwarranted search and seizure, freedom of conscience—these were the political gains of the nineteenth century. We must now add economic security and opportunity. Industrial democracy must be the achievement of the twentieth century.

I do not plead for a training of youth that will make them prigs, pedants, or chauvinists. But there is a training we can give them that will make them fit and able not only to defend our democratic heritage but to realize its promise. We need to make them realize that the democratic form of government is the most difficult form in the world and that only people who are willing to fit themselves for it can carry it on and enjoy its privileges. Here is a challenge indeed for our teachers. Upon them falls a sacred task—to interpret democracy to our children.

What sort of teacher is it that can carry this role of interpreter of democracy to the growing generation? First of all he must care, and he must care sufficiently, to do something for the preservation of democracy. The teacher must sense the new world opening up before us, understand that some form of world organization must replace the present international anarchy, see that we must find a way of settling international war without resorting to total global wars, understand that unless we do democracy, which is the

greatest spiritual triumph of man, will go under. Let us be sure that this will not be accomplished by the teacher who teaches merely that war is destructive and costly. We shall not rid ourselves of war merely by creating a revulsion against it. Nor will this task be accomplished by those who merely teach goodwill and understanding and justice.

Only those teachers will be qualified to serve in the role of interpreters of democracy who are painstakingly studying the facts of the progress in this hemisphere and elsewhere in the development of technics of consultation, arbitration, and economic cooperation. If such teachers will undertake the role of interpreters of democracy, we can then be assured that the victory won by the soldiers on the battlefield and the diplomats at the conference table will be made lasting by what is done by them in the classroom.

THE TEACHERS' PART IN DEVELOPING WORLD CITIZENS

M. THOMAS TCHOU, FORMER SECRETARY TO GENERALISSIMO CHIANG KAI-SHEK, OBERLIN, OHIO

Education and World Conditions

Undoubtedly the modern educational system has made great contributions to the spread of knowledge, the utilization of natural resources, and the advancement of culture. It can justifiably claim to have moulded the lives of our families, communities, and nations. It is precisely in recognition of its comprehensive and far-reaching role that we can question its responsibility for the ills of our day.

Of course education alone is not responsible. There are numerous other factors which contribute to the existence of worldwide chaos. Among these may be mentioned unbridled passions of gain, domination, conquest, and tyranny, which give rise to such fanatical concepts as shintoism, fascism, naziism, and other schools of blindly selfish nationalism and imaginary racial superiority.

Let us make an analysis of the political, economic, and social implications of our educational system.

Political implications—One of the real contributions of modern education has been to make our youth conscious of their rights and responsibilities as local and national citizens. In democratic nations, the schools have also taught certain principles of local and national democracy with varying degrees of success. It is largely owing to the school system that modern democracies have come into being and continue to function. But the great pity is that such teachings, desirable as they are in themselves, either explicitly or implicitly have often been made too nation-centric or group-centric, with the result that patriotism has been distorted to mean the hatred of every country except one's own; nationalism, the supremacy of one's own nation over all others; and democracy, something to be practiced in one's own race, class, religion, or nationality but to be denied all others.

It is, moreover, generally recognized that it was an insistence on the preservation of complete national sovereignty that made it impossible for the League of Nations or any other plan of world organization to succeed. But if we do not change the emphasis of the teaching of political principles in our schools, how can we possibly overcome such an insistence and avoid failure of world organization in the future, and therefore avoid future wars of mutual extermination among the nations?

Economic implications—The school has properly sought to inculcate the principles of self-reliance, self-support, diligence, and prudence in dealing with the problems of making a living; it has encouraged our youth to utilize economic resources and scientific inventions; and it has equipped them with the knowledge and skill of organization on a large scale, with the result that the standard of living in industrialized countries has been raised to a level undreamed of in past centuries.

But at what price has this been achieved? Has it not been accompanied by acute discontent, economic insecurity, unemployment, class conflict, international rivalry, tariff wars, and finally world wars? Actually, are human beings happier than before? If not, has education achieved its purpose in this respect?

Social implications—Frankly, the human animal in his primeval state is clannish and provincial. If he is not reminded of the existence and needs of others, he is inclined to remember only himself. Education, if it is of the right kind, is his salvation. It can broaden his vision, lengthen his memory, overcome his ignorance and superstition, make him more intelligent, capable, and cooperative. If education is of the wrong kind, however, it can leave him provincial and ignorant or even fortify his provincialism and ignorance.

Education and a New World Order

If the cause of the present world tragedy can be traced in part to the sins of commission and omission of education, then the hopes of a better future world order lie partly in the revision of the contents of education to meet the new needs. Education must be directed at the inculcation of ideas and ideals as well as practical plans which can correct the political, economic, and social ills of our times.

With regard to the practical requirements for the establishment of a new and better world order, two things are essential, namely: (a) we must have an adequate plan, and (b) we must have people—world citizens—by the millions to put that plan into effect and to maintain it. If we have conscious and active world citizens, they can, thru the democratic process, either make their own plans or approve plans proposed by others and they can also improve on them. But without such world citizens, no plan based on democracy, no matter how perfect on paper, can be implemented.

To achieve such a realization is pre-eminently an educational process. If education is to fulfil its function of equipping people for successful living, then it cannot afford to neglect to train our youth and our men

and women for world citizenship any more than to neglect to train them for national or local citizenship.

Interdependence of mankind—To be effective, the whole question of world responsibility and organization should be put on a personal basis. We must realize that in a closely-knit world community our own security and welfare can no longer be safeguarded by ordering only the life of our local community, or only that of our own nation, no matter how rich and populous our nation may be. We are utterly dependent on other nations as well as our own to maintain law and order and to uphold our principles of freedom, democracy, and justice thruout the world.

Brotherhood of men—This ideal has been taught by religious leaders and teachers, East and West, but it has almost completely failed to operate in relations among nations because it has been conceived purely as a matter of altruism; and when vital questions of selfish interest are concerned, nations, like individuals, are likely to overlook altruism. Yet as the Second World War waxes to a fateful climax, nations are discovering that the brotherhood of men is not only a high ideal but a practical necessity if men are to remain free.

Reason versus force—Force is as necessary in human relations as in the physical world; but force must be put under the control of law. If we are to establish a better world order, teachers must inculcate the respect for reason and law in the place of respect for brutal force and should advocate the establishment of an adequate world police force that is properly controlled to prevent the violation of world laws and world peace.

World citizenship—In a democracy, while we believe in the full sovereignty and freedom of the people whose genuine collective will alone should rule, the sovereignty and freedom of individuals are by no means unrestricted; they are so restricted as to require that the sovereignty and freedom enjoyed by any individual do not infringe upon those of others or injure the common good of all. We call them sovereignty and freedom within the law, and the law is made by the consent of the majority. We consider it the right of the people to enjoy the protection guaranteed by law and their duty to uphold the law toward all comers. If they do not like the law, it is up to them to win the consent of the necessary majority to revise it; but so long as the law remains unaltered, they must uphold it.

Only by so doing, by discharging our duties as responsible citizens, can civilized living continue and our lives and legitimate interests be preserved.

We know how true and necessary this is in our local community and in our country; but when we come to the world community most of us seem to fail to grasp its truth and necessity. We somehow think that the world will remain lawless because it has always been so.

Man's salvation is education. Can our schools and teachers make world citizenship a reality to our youth, make them see that in the modern world it is necessary to establish law and order and maintain justice and prosperity for all, so that they themselves may enjoy these things and avoid violent death and destruction?

Some Principles of World Citizenship

If we choose to practice world citizenship, then it would be proper and desirable for us to know what that will involve. I submit the following points for your consideration:

A united equalitarian humanity—We should make up our minds that it is infinitely better to meet one another on a basis of equality as friends and fellow-world citizens than sooner or later as deadly foes on the battlefield. Differences there will always be; but let us rise above immaterial ones and solve serious ones in a civilized way.

A new conception of nations—Nations like individuals should be sovereign and free within the law. They must accept limitations on their sovereignty and freedom, imposed with their own joint consent in order to make civilized living possible. We must destroy not only the power and the war machines of the dictators but also their totalitarian concept which insists that man exists for the state and not the state for man.

Individual responsibility for the world—The strength of the United States rests on the fact that it is not a union of the states only, but above all a union of the people of these states. It is the individuals whose rights are guaranteed in the Constitution and the Bill of Rights; it is they who directly elect their representatives in Congress and the Chief Executive of the Union. For this reason the United States is a great living democracy.

If we want properly to organize the world, we too must organize a government of the people, by the people, and for the people of the world. This world organization must be in the hands of world citizens and must carry out their wishes.

Foresight in planning—Our predicament in the Second World War can, in part, be traced to the lack of foresight on the part of nations and individuals. If we had foresight, we might have avoided this gigantic conflict altogether, or if it had to take place, we might have been better prepared to cope with it. As it actually happened, we did many things to weaken the internal and external unity of the nations, whose hope for survival lay in real unity; we practiced discrimination toward people whose cooperation we now crave in order to save our own skin; we used tariffs and other economic weapons to starve one another out, and later when the emergency arrived, we sent food and armaments in vast quantities without even asking for payment; we condoned aggression when it could have been more easily stopped; we helped to arm the aggressors so that they could subsequently attack us with greater fury and more success. Now we see that by doing these things we have done ourselves a great disservice, because we have to pay for these errors with the lives of our boys and our lifelong savings. That which is past cannot be altered; but that which is yet to come is still within our power to overtake.

A spirit of give and take—If freedom, peace, and justice are worth having, they will cost something. The price of victory is blood and treasure; the price of a better world order is reasonableness and reciprocity. Freedom for ourselves can only continue when we respect other people's freedom;

we can enjoy prosperity for long only when we also help others to become prosperous.

How Can Teachers Develop World Citizens?

Teachers of this generation can make or mar the creation of a better world order. They have in their hands the opportunity and the means, and it is up to them to use them. Among the things they can do may be mentioned the following:

1. Teachers can equip themselves with the ideals and knowledge of world citizenship, thru a realistic study of world history and current world events and world needs.

2. Teachers can join together in study groups and conferences to exchange views on world citizenship and the methods of teaching it.

3. In teaching pupils the principles and practice of local and national citizenship, teachers can, without much effort, teach them those of world citizenship. Teachers can inculcate true, noble patriotism which will be sane, stout, and enduring and which will place desirable human loyalties toward the family, the community, the nation, and the whole of mankind in their proper perspective.

4. Teachers can select materials that are suitable for teaching world citizenship. Such materials should be conducive to the creation of the right attitude. Could not a worldwide editorial committee or board be set up to pass on books that will be suitable for use in all countries?

5. Teachers can help the pupils gain an insight into the world community of the future by encouraging them to participate in such programs as forums and discussions on world problems, exhibitions of cultural achievements of different nations, world citizens clubs, and model world parliaments.

6. Since no nation alone can organize the world, citizens in one part of the world must cooperate with those in other parts. Teachers should therefore participate in the worldwide movement to promote world citizenship, especially in cooperation with the teachers of other lands. World citizens and workers for world citizenship should participate in local, regional, and world conferences to thrash out their common problems.

Conclusion

The world is in the throes of a great convulsion. Before long it will be decided whether the totalitarian concept of a world order or ours will prevail. For the moment it seems that only men and weapons count for much, and the United Nations have the preponderance of manpower and matériel to win a complete victory, and they will. But the future of the world cannot be safeguarded by military victories alone. The regeneration of the world depends even more upon its educational resources than upon its material strength, important and indispensable as the latter is. To usher in a lasting, better world order, the people must first be educated for it; and in meeting this need our teachers have the greatest opportunity their profession can offer them. Teachers can become the very makers of this new world order.

CONFERENCE AND DEMONSTRATION OF DEFENSE TRAINING IN THE DENVER SCHOOLS

Wednesday, July 1

NEW TYPE OF COOPERATION BETWEEN DEFENSE TRAINING AGENCIES AND INDUSTRY

R. A. HINDERMAN, DIRECTOR OF RESEARCH AND VOCATIONAL EDUCATION,
PUBLIC SCHOOLS, DENVER, COLO.

Hitler has made World War II a war of production. In the Axis countries increased production is attained by means of coercion. In the democracies increased production is attained by means of cooperation. We are at war to maintain this difference in procedure.

Simply stated, then, the winning side will be the one that gets the largest number of planes, ships, tanks, and guns into the conflict. This means increased production. To increase production it is necessary among other things to secure more machine tools, more materials, and more trained workers. The vocational school is a part of this picture. Its role is to train workers and to do so in cooperation with industry.

This war has created needs that have caused changes to be made in nearly all human activities. Training in this respect is no exception. The first change that had to be made in training was from a moderate tempo, long-term program to an accelerated short-term program. Training had to fit specific industrial needs. How to effect these changes was a real difficulty. Consequently, attention was turned to the past for a clarification of principles and achievements in vocational education. This analysis lead Opportunity School officials to conclude that vocational training is a production asset: (a) because workers gain skills that enable them to produce more; (b) because workers gain satisfaction by making progress in their jobs; and (c) because specific training can be given in a short period of time. These conclusions were convincing and spurred on the work of changing courses to meet wartime needs. Here was an opportunity and a need for cooperation.

Experience has thoroly demonstrated the wisdom of planned cooperation. Two important human qualities always result. One is a growth of self-confidence and a second is the growth of mutual confidence. What others have achieved, free men can do, in fact exceed. This attitude of confidence is absolutely essential to the program of outproducing the Axis.

It may be of interest to note that training of war production workers is done by three agencies. The colleges are engaged in training inspectors, supervisors, and engineers. The Training Within Industry branch of the War Production Board is engaged in raising workers to maximum standards of production in the shortest possible time. The vocational school is the third agency. Because of the general lack of time, representatives of these three training programs organized a coordinating council to eliminate duplication and accelerate achievement. Consultants also serve on this council.

Changes in labor supply requirements, the role of women in war production, duplication in training programs, training needs not being met, how the needs for men in the armed forces and in industry can be harmonized, how to make maximum use of available training facilities, and how to transfer students between the agencies according to their training needs are problems that regularly come before this group for consideration.

The activities of the advisory committees and the coordinating council are real aids to those who have the responsibility for training war workers in the numbers that are now needed. The size of this job can better be understood by considering some data from the War Manpower Commission. The war production machine in Germany is manned by 26,000,000 workers. At the beginning of the defense program, there were employed in war production in the United States 4,000,000 workers. To match Germany's war production manpower is a monumental task. The training and induction of 20,000,000 more workers into industry places a real strain on a number of agencies.

One part of the training problem that has received only brief comment is that of training instructors. Training Within Industry has set itself to the task of training 250,000 foremen in the latest streamlined method of job instruction. In round numbers there are 25,000 vocational instructors who are training workers for war production. It is an inspiration to see how these men and the 250,000 foremen from industry are attacking together the problem of training enough workers to outproduce the Axis. Never before has there been such loyal, intense, and efficient teamwork in seeking the solution to an enormous production problem. Truly this war emergency is characterized by a new type of cooperation.

NEW TYPE OF COOPERATION BETWEEN DEFENSE TRAINING AGENCIES AND INDUSTRY

GEORGE M. KIRK, DISTRICT REPRESENTATIVE, TRAINING WITHIN INDUSTRY,
WAR PRODUCTION BOARD, DENVER, COLO.

The Training Within Industry program under the War Manpower Commission, Labor Production Division, is a service to war contractors to assist in the training of industrial workers. It was organized in August 1940 in the belief that the best training is done by the plants themselves and within the plants on production work.

The training activities within the plants run the gamut from the induction of new workers, thru the up-grading of workers, into the supervisory phases of plant management, not minimizing the importance of apprenticeship programs to meet industrial long-range needs for all-round skilled mechanics.

Summarizing, the underlying purpose of the TWI activity is to assist defense industries to meet their manpower needs by training within industry each worker to make the fullest use of his best skill up to the maximum

of his individual ability, thereby enabling production to keep pace with war demands.

TWI occupies in the field of vocational education an intermediary position as between pre-employment training and supplementary training. When an industry becomes thoroly training-minded and adopts some training methods, it has a definite effect upon the increased demand for supplementary training in the vocational schools. There has been developed thru this program a natural channel of the schools thru the industries and back into the schools, with undoubted influence on American education.

Under normal conditions, with an ample labor supply, industry was inclined to have its needs met for skilled workers from the general supply, or by inducing qualified workmen from other plants. The shortage of workers and the unprecedented demand for production have changed this picture. With the influx of millions of new workers into industrial manpower, the need for imparting job knowledge quickly and efficiently has given rise to TWI's main emphasis in the unfolding development—better instructors. The foremen and lead men within industry are the teachers. To meet this need, Job Instructor Training, in brief known as JIT, was put into operation about November 1941 with an objective of giving courses in how to teach to approximately 200,000 foremen and lead men by July 1, 1942. The main steps in this program are, first, the holding of institutes to develop the trainers of trainers. These men have received twenty hours of instruction. They know the psychology of the war. They know the reasons for training, the urgency for speed. These men take in hand groups of foremen chosen by their respective managements and expose them to ten hours of intensive instruction on how to properly impart their job knowledge. Briefly, they lay down the four main principles: (a) how to properly prepare the worker for instruction; (b) thru job analysis, how to establish the job habits and work sequences to do an instructing job, as against the methods in normal times of telling and showing; and (c) how to put the man thru the performance tryout to determine whether he has followed the instructor during the teaching process. If the worker has not learned, the teacher has not taught. The responsibility is placed here for good instruction squarely upon the foremen and lead men for insuring sound instructing principles related to the workers and their tasks. The fourth step is to put the worker on his own.

When a plant has had good JIT courses, the inevitable request comes for similar material on Job Relations. This program is in an experimental stage and will undoubtedly meet one of the most pressing needs of all time, better relationships between those who manage and those who work.

A third phase of educational process is rapidly coming into shape, namely, Job Methods Training or JMT. This program will involve a little more detailed analysis with respect to the saving of time and materials, and will involve the simplification and shortening of specific job assignments. Activities in connection with given industrial assignments within the producing plants thru the application of basic principles will result in reducing

activities in the handling of material and the manual operations as much as 50 percent, increasing production 100 to 200 percent in most cases.

These last three phases of training within the plants, dealing mainly with the supervisory forces, and involving good education, namely JIT, JRT, and JMT, all tend to better production. Production is the need of the hour. Fighting forces on the battlefield, on the sea, and in the air are helpless without guns, planes, ships, tanks, and the munitions of war. It is a war of production, and the nation that produces more and better means of destruction will gain the victory.

From the vantage point of Training Within Industry, working in the closest cooperation with your local Opportunity School and your state board for vocational education, and attempting to apply the soundest principles of practice and method, we believe that a new type of cooperation is being built up between the defense training agencies of the nation and the great industrial enterprises which are necessary in normal times to give us our industrial wealth and in wartimes to produce the materials to overcome the enemy. Productive enterprise will undoubtedly see education in a new light. Education, on the other hand, will find in this new cooperation an expanding field of constructive service and a new sense of vindication as a tax supported institution.

NEW TYPE OF COOPERATION BETWEEN DEFENSE TRAINING AGENCIES AND INDUSTRY

G. H. GARRETT, GENERAL MANAGER, THOMPSON PIPE AND STEEL COMPANY,
DENVER, COLO.

Like all the rest of the United States we in industry have had to forget all our routine manufacturing, and have had to convert to war production. We have had to convert quickly, thoroly, and on a large scale, and do it with only a skeleton organization of trained personnel, none of whom have ever produced the articles they are now being called upon to make.

It is a hard job that has been thrown on industry, and it takes all the mental and physical resources that industry has. It takes all the brains, skill, and working hours that workmen in industry can supply. It takes the fullest cooperation possible between industry and every defense training agency. Those of you who are in the teaching or administrative end of occupational schools are in a large measure helping to win the war by supplying industry with what it needs—men and women to do things with their hands.

In past years industry has not been as close to the occupational training department of the public schools as it is now. There are several reasons why such a gap has existed. I think that high schools have put most of their effort into teaching academic and business courses, and that occupational training has been somewhat neglected. I think that many parents, particularly parents who are skilled artisans, have been imbued with the idea that

to amount to something in the world their child must have a white-collar job. This, of course, is not true. There is no more honorable way of earning a living than by being a good carpenter, a good machinist, a good welder, or a good member of some other trade group.

It is, of course, a fact that during the last ten years there has not been a demand for skilled artisans, but on the other hand, has there been any greater demand for bookkeepers, doctors, lawyers, or engineers? I think not. The schools have turned out a pretty high grade of these people, but have they turned out a good grade of carpenter, welder, and machinist? Again I think not. Perhaps some of the teachers have not been competent, perhaps the school authorities have not taken the trouble to find out what is needed in industry. These reasons, and the others mentioned, have caused this gap to exist between the occupational schools and industry.

Present war conditions have changed this, at least for the moment. Industry has of necessity had to use all the facilities of the occupational schools and whatever other defense training agencies which existed. We have had to use every available person who could work, regardless of whether he was trained well or poorly.

More than a year ago the Office of Production Management, now the War Production Board, realized that production would have to be stepped up on an enormous scale. To do this everyone in the country capable of taking training for production would have to be trained. Fortunately this agency was made up largely of men from industry—men who understood the magnitude of such a training program—and the department known as "Training Within Industry" was set up. The personnel directors of some of the most successful companies in the United States were appointed to this department. They outlined a program of training. They set up district offices thruout the United States to carry out this program. Long before Pearl Harbor they were asking industry to set up training classes in their own plants, classes to train their employees to handle more skilled and better jobs and to become foremen and directors of operations. This program was farsighted and has been of incalculable help to industry in carrying out the enormous defense production program with which it has been confronted.

One thing that industry has fought for and that it has been weak in has been a method of training new men on jobs. Training Within Industry has worked this out. It has a course known as the JIT course, Job Instruction Training. Basically it is designed to teach a workman how to teach a green employee to do a job with which the green employee is entirely unfamiliar. Actually it is just as valuable to an office employee as to a workman. It teaches one to explain things better to someone else. It is absolutely essential in up-grading of men in our expansion program.

I believe that extraordinary progress has been made in the past year in vocational training thruout the country, that both Training Within Industry of the War Production Board and the occupational schools deserve a great deal of credit for this. I believe that occupational schools will bene-

fit if they take over the courses developed by Training Within Industry after this war is over. I would recommend that close cooperation between the occupational schools and industry be maintained now and after the war, and that industry provide committees to be of help to the occupational schools. It would be well for the occupational schools to think now seriously of their part in the program after hostilities cease. Most of the war production workers who have been trained for the present emergency have been trained in one small phase of their trade. They are far from being journeymen mechanics. After the war they are entitled to be taught and will make better citizens if they are taught the rest of their particular trade. Do not forget that the returning soldier must be rehabilitated. He is entitled to the best instruction obtainable in learning a trade if he so desires. Skilled mechanics of industry should be mixed with the regular teaching staffs of occupational schools in order to get the best results in carrying out this postwar program. There is a big job ahead for the occupational training school.

SOME WAR TRAINING PROGRAMS

GRAHAM R. MILLER, PRINCIPAL, EMILY GRIFFITH OPPORTUNITY SCHOOL,
DENVER, COLO.

The emergency training of large numbers of skilled workers for war industries and the government is an essential part of our war effort. The vocational schools thruout the entire nation were quick to accept their responsibilities, and in an amazingly short time training programs were inaugurated in practically all vocational training centers thruout the United States.

A careful analysis of industrial and governmental needs reveals three principal areas of training. They are: (a) pre-employment refresher courses for workers selected by the U. S. Employment Service and the WPA, who by training would become qualified for employment in jobs essential to the national war program; (b) supplementary courses for those persons employed in jobs essential to the national war program for the purpose of improving their skills and knowledge; and (c) trade preparatory courses for those who lack occupational experiences. Industrialists, labor leaders, foremen, and prominent men in all walks of life are giving generously of their time and counsel to the end that this training program may be carried on with maximum efficiency.

Aids in training workers for national defense are careful selection of trainees, correct prescription of training, specific testing, and accurate certification. These four steps would make it possible to train workers in the shortest possible time.

Selection—The careful selection of trainees is one of the most important factors in making training courses effective. Applicants exhibit a wide variety of skills and experiences and for these reasons it is imperative that

the degree of competency of each applicant be determined in order that a course of study suited to each individual's needs may be prescribed.

After selection and referral to training classes by the proper agency, the applicant is given a job performance test prepared by the instructor for the purpose of determining what he can do. Upon completion of the first test the applicant is rated upon his ability to complete the job within the prescribed limits of time and tolerance, and if his performance on the test meets trade standards, he is given a second test job, more difficult than the first, and so on until it becomes apparent that he has reached the peak of ability.

Prescription—Prescription of training for the student is the second step taken by the instructor. With a knowledge of what the trainee knows and can do the instructor consults his content analysis chart for lathe operators and assigns the first instructional job. This means that each instructor must have a well-planned course of instruction designed to provide the exact training required by the war industries. The necessary job information is furnished by an advisory committee composed of plant superintendents and foremen. The instructor, with the assistance of a coordinator, then prepares the necessary instructional units which compose a complete listing of all necessary operations and skills together with a sufficient number of type jobs needed to develop the necessary trade skills, and a listing of all related information relative to each operation.

Testing—Specific job performance tests must be given at times when it is evident to the instructor that the trainee has mastered a certain number of operations or the part of the course he is trying to learn. It is only thru a careful and continuous performance testing program that it will be possible for the trainee to receive his certificate of proficiency so that he can present it when he makes application for a job.

These tests have been organized by a committee composed of the machine shop instructor, defense coordinator, and foremen from industrial machine shops. When a student completes all these tests he will have mastered all the engine lathe operations that were selected as a course of study by the advisory committee. The instructor studies John's progress chart from time to time, and when he is convinced that John has mastered all the newly assigned operations and technical knowledge he gives the test which has been prepared for this step in his course of study.

Certification—Accurate certification of the trainee is an important part of the training procedure. It serves as an acknowledgment of a trainee's proficiency. The act of certification is a serious one because it means that the Emily Griffith Opportunity School, the Denver public schools, and the state board for vocational education are recommending the person holding the certificate for a job. Therefore, certification should be made with utmost care and should be an absolutely accurate statement of what the trainee knows and what he can do.

SOME WAR TRAINING PROGRAMS

ROBERT H. POLLARD, ASSISTANT PRINCIPAL, EMILY GRIFFITH OPPORTUNITY SCHOOL; AND SUPERVISOR OF DEFENSE TRAINING PROGRAM, PUBLIC SCHOOLS, DENVER, COLO.

At the beginning of the defense training program in 1940, the Denver public schools decided upon the following objectives: wise selection of trainees, accurate prescription or assignment of operations for each student, actual manipulative testing of each student, and certification geared to industrial standards. The Denver public-school system called this its four-point program. The aims of the newly organized defense program were not chosen at random. They grew naturally out of national needs and local ability to satisfy those needs.

In June 1940 the Denver Board of Education initiated the defense training program by offering eight classes, in operation eight hours a day, five days a week, and financed without state or federal aid. By the first of July when the federal government, thru the Office of Education, offered financial assistance to the states for operation of local school classes, Denver's defense training program was already in operation. Today those eight classes have increased to 228, all different, and with many extensions for most of them. This program is in operation twenty-four hours a day, six, and in some cases seven, days a week. This is the regular program. In addition to this we have offered forty-two classes with extensions for persons employed by the National Youth Administration. We have trained 4962 pre-employment-refresher students seven or more hours a day, and we have up-graded 4381 workers who are holding full- or part-time employment in production work. In all, the Denver public schools have helped to prepare 9343 students for work in defense industries. This program in itself makes up a fair sized school system.

In keeping with our democratic educational policy, which strives to preserve local autonomy even in a war emergency, we have added to a long list of standing advisory committees new committees which by discussion and guidance promote speed and efficiency in all phases of our war training program.

It is upon this basis that the Denver public schools have built its program. I should like to mention that the fact that we have enjoyed full cooperation from labor, management, and the cooperating agencies has contributed immensely to whatever success we have had in making our defense program valuable to the war effort.

The regular defense training program serves local manufacturers by training new workers for the plant and by up-grading and retaining those who are already employed in the industry. In addition to the regular program many special problems have arisen. The problem of training one-operation workers for Remington Arms was somewhat different from anything previously attempted. In order to accomplish this it was necessary to organize committees to study the manipulative operations of shell manufacturing. The Remington Arms officials gave us full cooperation in

making this study. They allowed two men from the Denver public schools to visit their plant in Bridgeport, Connecticut. From the information gathered in this study we prepared specific instruction sheets for identified areas of work.

The program of training mechanic learners for the Air Corps is an additional project. This program is the normal outgrowth of the ever increasing importance of Denver as a center for aviation training. Our first step was to find housing for the classes. We engaged competent instructors from all parts of the country. The Army Air Corps loaned us some equipment, including one bomber and other special parts. In addition, the federal government, thru the Office of Education, allotted us money to buy tools and other instructional necessities. With these preliminaries completed, we were ready to receive students assigned and paid by the civil service for six weeks' to four months' training. We have twenty-three such classes in operation at the present time in eight different areas of aircraft maintenance and repair and we expect more in the near future. At the conclusion of this training period the students are assigned to an air-corps depot or sub-depot for further training and actual work experience.

We believe that if we follow the objectives as set forth in the four-point program—selection, assignment, testing, and certification—and use to the fullest extent our advisory committees, Denver will continue to make a worthwhile contribution to the war effort.

FILMS

The following educational films were shown Tuesday, June 30, thru the courtesy of Teaching Film Custodians, Inc., 25 West 43d Street, New York, N. Y.: "Rainbow Pass," "The Story of Charles Goodyear," "The Flag Speaks," "The Man without a Country," "The Perfect Tribute," "Willie, the Mouse," "Servant of Mankind," "Caribbean Sentinel," and "Soldiers of the Sky."

On Wednesday, July 1, the following wartime films were shown: "The New Spirit," "Know Your Money," "Safeguarding Military Information," "Winning Your Wings," "Hidden Hunger," "Ship Building," "Royal Observer Corps," "Naval Operations," "This Is England," and "A to N: Men of the United States Navy."

LIFE MEMBERS' FRIENDSHIP DINNER

LIFE MEMBERSHIP GROWTH AND THE HEADQUARTERS BUILDING

JOSEPH H. SAUNDERS, CHAIRMAN, BOARD OF TRUSTEES, NEA; AND
SUPERINTENDENT OF SCHOOLS, NEWPORT NEWS, VA.

On August 26, 1857, eighty-five years ago, a small group of forty-three leaders in education met and organized the National Teachers Association with the avowed purpose: "To elevate the character and advance the interest of the profession of teaching and to promote the cause of popular education in the United States." This small group realized then, as we do now, that the education of its youth is the foundation of the nation; that without universal, tax-supported, nonsectarian education democracy must perish from the face of the earth, and that, as expressed in a recent report, education in a democracy must at all times be based upon the supreme value of the human personality and must strive to develop the loyalties, the knowledge, and the discipline appropriate for a free people. (Report of Committee on Education to the 8th National Congress on Labor Legislation, November 1941.)

In 1870 the name of the Association was changed to the National Educational Association and in 1907, exactly fifty years after its organization, it was chartered by the Congress of the United States under its present name, the National Education Association.

In its early days the office of the Association was usually the home of its secretary wherever he happened to reside. As the Association began to increase in size and in funds it rented headquarters: from 1893 to 1912 at Winona, Minnesota; from 1912 to 1917 at Ann Arbor, Michigan. In September 1917, when J. W. Crabtree was elected its executive secretary, the headquarters were moved to Washington, D. C. A small, three-story brick building, facing Thomas Circle at 14th and Massachusetts Avenue, was rented. The secretary and one clerk occupied the first floor as the office of the Association. The secretary and his family occupied the remaining portion of the building as their home. This rented building continued to be headquarters until July 1920.

In March 1918 the Board of Trustees took action to ascertain the possibility of purchasing the property at Thomas Circle as permanent headquarters and of enlarging the same to meet the growing needs of the Association. It also examined several other properties that might be as well or better suited to the needs of the Association.

The annual convention of the Association in 1919 was held at Milwaukee, Wisconsin, and on July 4 the active members by resolution authorized the Board of Trustees to invest the Permanent Fund which at that time

had a face value of \$197,000 in Washington property to be used for rental purposes and for the national headquarters of the Association. In September 1919, following the action at Milwaukee, the Board of Trustees purchased the Guggenheim property on the northeast corner of 16th and M Streets, N. W., at a price of \$98,000. Some interior changes were made, and in July 1920 the Association occupied the building. Space was rented to the Swedish Legation, the National Congress of Parents and Teachers, and to a staff member.

In 1922 adjacent properties on M Street were purchased. These consisted of a three-story brick building with a store on the ground floor and two small frame houses. The purchase price was \$55,000. The brick building was remodeled and connected with the corner building for additional office space and storage. One of the small frame buildings was destroyed to make a roadway to our rear court and the other was used for janitor's quarters.

In 1929 an additional lot on which stood a small, one-story frame building was purchased for \$38,062.83. This purchase brought us to the garage property which occupied the only remaining lot between us and the public alley, and provided us with sufficient land on which to build the handsome, seven-story annex to our first purchase.

In February 1929 the Board of Trustees secured the services of the Frank Irving Cooper Corporation, architects, to prepare plans for an addition to the building originally purchased. Preliminary plans were presented to the Board of Directors and the Representative Assembly at the meeting held in Atlanta the same year. Authority to proceed was given by both bodies. A building committee consisting of Walter R. Siders, J. W. Crabtree, and Joseph Saunders was appointed to work out plans and specifications for the construction of the building and methods of financing the job.

On January 13, 1930, bids were opened and the contract was awarded to George E. Wyne of Washington at the sum of \$308,700. The Board of Trustees voted to use \$125,000 from the Permanent Fund and to borrow \$200,000, it being estimated that the amount of \$325,000 would be required to pay the contractor and the architect.

The Penn Mutual Life Insurance Company of Philadelphia made a three-year loan of \$200,000 at 6 percent interest. The maximum amount of the reduction of the loan annually was \$25,000. Instead of selling securities in the Permanent Fund, the Board of Trustees borrowed with the securities pledged for the loan. The above transactions were reported to a special meeting of the Board of Directors held at Atlantic City, February 24, 1930, and a resolution of the Board of Directors on that date and another on February 26 gave full authority to proceed with the plan for financing the building. After the three-year term of the loan had expired, a new loan was negotiated for a ten-year term. The unpaid balance then was \$155,500. The renewal was at 6 percent with reduction of interest at 5½ percent after the balance of the loan was \$100,000 or less.

In 1937 opportunity came to purchase the adjoining garage property consisting of a fireproof two-story building built as garage and salesroom.

The price was \$63,050, an amount only slightly more than the assessed valuation. It gave the Association ownership of all of the land facing M Street from Sixteenth Street to a wide public alley running both to the east and to the north of the property. A new loan contract was entered into with the Penn Mutual Life Insurance Company so that the balance of the trust on the Association property was consolidated with that on the garage property for a total of \$115,000. This loan was on a ten-year basis with the privilege that 20 percent of the principal could be paid within any calendar year, thus giving opportunity to completely amortize the loan in five years. This we have done. The rate of interest was also more advantageous as 5 percent applied until the principal sum was reduced to \$100,000 and 4½ percent thereafter.

The administration building is exempt from taxation under the provisions of our charter and bylaws. During the past year, the commissioners of the District of Columbia have examined the conditions of our tax exempt properties in the District of Columbia. Many of these have been placed on a tax payment basis including such organizations as the National Geographic Society and properties of churches and educational institutions not strictly used for their chartered purposes. Announcement was made that our properties would remain tax exempt. We do, however, pay taxes on the garage property which is directly income-producing and is not used for Association purposes. The land area of the administration building is 12,155 square feet with an assessed valuation of \$6.50 per square foot or \$79,008. The garage lot covers 7416 square feet and has an assessed valuation of \$40,588. The assessor's books carry valuation of the administration building.

The land area is 19,571 square feet and is assessed at \$119,596. The buildings are assessed at \$392,200 making the total assessed value \$521,796. It has cost us \$633,480.50. Its current earnings on a 6 percent basis gives it a market value of more than \$750,000.

In addition to housing our Association and its departments and commissions, it houses also the District of Columbia Parent-Teacher Association, Allied Youth, Inc., and the Association for Childhood Education.

The cornerstone of the annex was laid on the afternoon of July 25, 1930, by the Grand Lodge of Free and Accepted Masons of the District of Columbia. The trowel used was the trowel used by George Washington in laying the cornerstone of the national capitol and the gavel used was the gavel used by George Washington when he was master of Masons. The program consisted of brief addresses by the officers of the Association and the United States commissioner of education. The invitation states: "The laying of this cornerstone marks an epoch in the growth of the Association, in the development of the teaching profession, and in the promotion of the democratic principle of equal educational opportunity for all boys and girls of America."

In 1920 when we moved into our own building our Permanent Fund was \$197,000. Today it is \$863,000 exclusive of \$51,000 owned by the departments. Receipts for that year were \$105,865.79—this year \$570,-

929.54. Expenditures for that year were \$112,551.48—this year \$574,-773.11.

In this connection too much cannot be said in praise of J. W. Crabtree. When he came to Washington in 1917 the membership was approximately 5000. Under his administration it rose to more than 200,000. His far-sighted vision and fertile imagination brought forth the idea of life membership which has made possible the progress I have here attempted to portray.

The motto of our building is, "Give the people light and they will find the way."

There it stands in the nation's capital not only as a monument to the teachers of the nation but also as a light house to our democratic ship of state to guide it from the rocks and shoals of ignorance, superstition, and the false ideologies which have wrecked so many of mankind's hopes and noblest aspirations. The lights are going out in Europe, Asia, and Africa. Pray God we may maintain them here in this our continent and in this our time.

TRIBUTE TO JOSEPH H. SAUNDERS

FLORENCE HALE, EDITOR, THE GRADE TEACHER, DARIEN, CONN.; MEMBER,
BOARD OF TRUSTEES, NEA

Many times you have been kind enough to ask me to say a few words on these programs. Never, however, have I been honored more than on this occasion when, in behalf of the Board of Trustees and the officials of the NEA, I have been asked to give a tribute to one of the great builders of our profession and of the National Education Association—Joseph H. Saunders, superintendent of schools, Newport News, Virginia, and for eleven years chairman of the NEA Board of Trustees.

Those of us who have worked shoulder to shoulder thru the years with Mr. Saunders do not need to be told about what he has done. But since there are, fortunately, many new members of our Life Membership group, I would like to review some of the reasons why we are honoring him here tonight.

His Record at Home

No matter how great fame a man may gain abroad, or how honored his reputation thruout the nation, to me it is most important what the folks at home think of him. So for a moment, let us look at the record.

Year after year, Mr. Saunders has been re-elected without opposition to his position as superintendent of schools, a record equalled by only a few schoolmen in the nation. On the completion of his fortieth year in the teaching service, the state department and the state teachers association of Virginia honored Mr. Saunders with a reception at the state capitol. Tributes to his vision, energy, courage, and professional integrity were paid him by the eminent leaders of his state. The stadium on the high-school athletic field at Newport News bears his name as a token of appreciation of his outstanding contribution to that city.

It was back in 1907 that Mr. Saunders and a small group of educators of Virginia determined to secure legislation which would guarantee a fair chance to every boy and girl. With the late Mr. Chandler of William and Mary he was co-author of the present compulsory school attendance law which has increased the present school attendance and more than doubled the financial support of the schools.

Mr. Saunders has held every office in the Virginia State Education Association from the presidency to membership on the most democratic committee. When asked to name what he believes to be Mr. Saunders' most outstanding characteristics, Sidney B. Hall, then state superintendent of schools of Virginia, said: "His exceptional ability as a schoolman; his high sense of loyalty and professional ethics; his willingness to stand up courageously for what he believes to be right, and to work cooperatively after the fight is over."

Thus it seems that your home record, Mr. Saunders, stands approved.

His Work in the NEA

Our special tribute, however, is given to Mr. Saunders in recognition of his work as a builder of our profession and of the National Education Association. Tonight, at 1201 Sixteenth Street, Washington, D. C., stands a stately home, as beautiful and gracious as in the days when it was a famous mansion. Many of you have been welcomed there, for it is your home. You have seen the great statue of Horace Mann in the corridor; he, too, was a fighter for the rights of children. The fact that this year has seen the completion of the last payment upon this house is one of the outstanding achievements of Mr. Saunders' career.

For eleven years he has served as chairman of the Board of Trustees, under whose jurisdiction is the expenditure and investment of funds. There have been those who thought that Mr. Saunders was too cautious in his handling of this responsibility. I well remember some of these criticisms in the days before our great depression. "How meticulous, not to say fussy, he is!" said one when Mr. Saunders insisted upon a written contract from the bank that no dollar of the Permanent Fund could at any time be included in a pool of the common resources of the bank. That was in the prosperous days, but when the bank in which our funds were deposited failed, like many others in the land, the fact of this legal precaution saved our home. Those who criticized were the first to say, "How wise and far-seeing was he!"

Mr. Saunders and the Permanent Fund

Mr. Saunders has fought to safeguard the Permanent Fund, often in the face of great opposition. He has fought for it just as a man fights to save his own home, because he knows that however rosy the present, security for the future is the important thing. Mr. Saunders has never been one to hesitate between duty and popularity and never has this fact been better illustrated than in this fortunate financial situation which tonight makes us a proud family with a home of our own, a roof over our heads, and

no mortgage to worry and distress our souls. Our real-estate holdings total \$633,480.50, while our entire income represents net earnings of 6.4 percent on the invested capital of the Association.

Had a more pliable person, a person more sensitive to criticism, a person with his eye on popularity for the moment, had the responsibility for this Fund, the story might have been a different one. Therefore, as one who has been intimately connected with the affairs of this Association for many years, I will say to you that I sincerely believe that no person who has ever been an official of the NEA has ever done more for the Association, and few have rendered as great a service.

A Loyal Friend

There is much that I might say of Mr. Saunders as a loyal friend. I might well adapt the definition of a friend to apply to him, "A friend is one who stands by when all the rest of the world walks out." No better description could be given of Mr. Saunders, as I personally have had occasion many times to know. If he says that he will stand by you, he will stand as firm as the eternal hills. He may not agree with you, but he is your friend and he will see that you get a fair hearing. Voltaire's saying, "I do not agree with a word you say, but I will defend to the death your right to say it," is Mr. Saunders' motto in friendship as well as in public affairs.

Defender of Lost Causes

But I feel this record would not be complete without emphasis upon the role which he has played thru the years not only as one who has achieved success but as a defender of lost causes. In this, Mr. Saunders, you are a true citizen of Virginia. The great men and women of your state thru the years have ever been found ready to battle for the right in the face of criticism, in the face of possible defeat, whether on the battlefield or in the halls of state.

George Washington—Tonight, as if looking on the panorama of history, we seem to see a great Virginian—George Washington—at Valley Forge. That seemed indeed a losing cause. Criticism was rife. Even abuse was heaped upon his head. Certain failure was predicted. Yet the man from Virginia remained steadfast.

Robert E. Lee—Then we walk with Robert E. Lee at Arlington on that night when he paced the floor in the old mansion there, to determine which way his duty lay. Should he risk all for a cause in which he most believed? You know the answer: "Trusting in Almighty God and an approving conscience, I devote myself to the aid of my native state, in whose behalf alone will I ever draw my sword."

Patrick Henry—Still again, from the little white church on the hilltop in Richmond, comes the voice of Patrick Henry, another great defender of Virginia: "The battle, sir, is not to the strong alone. It is to the vigilant, the active, the brave. . . . Is life so dear or peace so sweet as to be purchased at the price of chains and slavery?"

So you, Mr. Saunders, come of a great race and a great state, and you have been true to its traditions.

What Makes a Man

I can think of no better way to express all that you mean to us than to apply to you Rudyard Kipling's famous definition of what makes a man:

For you can keep your head when all about you
Are losing theirs and blaming it on you.
And you can trust yourself when some men doubt you,
And make allowance for their doubting, too.
And you can wait and not be tired by waiting
And, being lied about, don't deal in lies.
And, being hated, don't give way to hating.
Yet, you don't look too good or talk too wise!

And you have dreamed and not made dreams your master,
You've studied much but not made thoughts your aim.
You oft have met with triumph and disaster
And treated those imposters just the same.
And you have talked with crowds and kept your virtue,
You've walked with kings nor lost the common touch;
And neither foes nor loving friends have hurt you,
For all men count with you, but none too much.

And you have filled the unforgiving minute
With sixty seconds' worth of distance run.

That's why, tonight, we gladly pay you tribute
And thank you now for all that you have done!

TRIBUTE TO WALTER R. SIDERS

E. RUTH PYRTLE, PRESIDENT, NATIONAL EDUCATION ASSOCIATION, 1929-30;
LINCOLN, NEBR.

You have asked me to speak for Mr. Siders, a former Nebraskan, who left us last fall. The Bible gives us the parable of the ten who were healed but only one returned to give thanks. I have always thought that about 10 percent of humanity appear to be grateful. Maybe they are here.

Walter R. Siders, this able former Nebraska and Idaho educator, served as chairman of the Board of Trustees when the building was constructed. Do you recall the famous Cathedral of St. Paul in London? You will remember this cathedral as a monument to the great dead of England. When you enter you see the world famous memorials in marble and granite to England's great dead. The thing that impressed me most was a little plate in the floor, a modest bronze plate, which says, "If you would see my monument, look about you." Sir Christopher Wren was the architect of that building and he has no great showy monument anywhere. "If you would see my monument, look about you." This may be said of Walter Siders and of all the living representatives who had a part in bringing about our great national headquarters building.

NATIONAL COUNCIL OF EDUCATION

OFFICERS, 1942-43

The officers of the Council for the year 1942-43 are: *president*, L. A. Pechstein, dean, Teachers College, University of Cincinnati, Cincinnati, Ohio; *vicepresident*, Edgar G. Doudna, secretary, Board of Normal School Regents, Madison, Wis.; *secretary*, Margaret Kiely, dean of women, Queens College, 65-30 Kissena Boulevard, Flushing, N. Y.; *Executive Committee*, A. L. Threlkeld, superintendent of schools, Montclair, N. J.; Mrs. Edith B. Joynes, principal, Robert Gatewood School, Norfolk, Va.; H. V. Holloway, state superintendent of public instruction, Dover, Del.

SECRETARY'S MINUTES

Denver, Colorado, June 29-30, 1942

The summer meeting of the National Council of Education for 1942 was held at the Trinity M. E. Church Auditorium, Denver, Colorado, June 29 and 30, 1942. The first session was called to order at 2:30 P.M. by President Louis A. Pechstein, with 85 members in attendance. The theme of the meeting, "A Financial Program for Education during the War," was discussed by the following speakers:

Leader: Paul R. Mort, professor of education, Teachers College, Columbia University

Participants: G. L. Maxwell, Educational Policies Commission, Washington, D. C.; Arthur W. Schmidt, State Education Department, Albany, N. Y.; James F. Rockett, director of education, Providence, R. I.; Frederick M. Hunter, University of Oregon, Eugene, Oreg.

Discussion from the floor followed the prepared presentation of the theme.

The second session of the meeting was called to order at 2:35 P.M., June 30, 1942, President Louis A. Pechstein presiding, with 150 members in attendance. The theme of the second session, "Youth and the Future," was discussed by the following speakers:

Leader: Harl R. Douglass, dean, College of Education, University of Colorado, Boulder, Colo.

Participants: William Wrinkle, State College of Education, Greeley, Colo.; Ralph D. Jenkins, superintendent of schools, Englewood, Colo.; P. W. L. Cox, New York University, New York, N. Y.; George Avery, Colorado State College of Agriculture, Fort Collins, Colo.; William Newsom, Western State College, Gunnison, Colo.; L. John Nuttall, superintendent of schools, Salt Lake City, Utah.

Following the second session of the Council, the members convened in closed business meeting, President Pechstein presiding. The president made a brief report for the Executive Committee (published in the NEA *Summary of Reports of Committees, Commissions, and Councils* on page 25).

The president, reporting for the Membership Committee, announced the re-elected and newly elected members as follows: Florence M. Hale, Box 345, Darien, Conn.; Edgar W. Knight, University of North Carolina, Chapel Hill, N. C.; Uel W. Lamkin, Northwest Missouri State Teachers College, Maryville, Mo.; George F. Zook, American Council on Education, Washington, D. C.; James Rowland Angell, educational counselor, N. B. C., New York, N. Y.; E. D. Canham, managing editor, *Christian Science Monitor*, Boston, Mass.; William G. Carr, Educational Policies Commission, Washington, D. C.; Aubrey A. Douglas, State Department of Education, Sacramento, Calif.; Harl R. Douglass, University of Colorado, Boulder, Colo.; Nelson B. Henry, University of Chicago, Chicago, Ill.; Henry H. Hill, University of Kentucky, Lexington, Ky.; Daniel L. Marsh, Boston University, Boston, Mass.; Ralph Tyler, University of Chicago, Chicago, Ill.; and Maycie Southall, George Peabody College, Nashville, Tenn.

The report of the Textbook Committee was made by Dean Edmonson, in absentia, recording a successful joint meeting of the National Council and the Association of Textbook Publishers at San Francisco.

MEETINGS

San Francisco, California

February 23-24, 1942

The annual report of educational progress for 1941 was given by Carter V. Good, professor of education, University of Cincinnati. Professor Good's paper is printed in full in *School and Society* 55:253-60; March 17, 1942.

FEDERAL YOUTH AGENCIES AND THE SCHOOLS

WILLIAM G. CARR, SECRETARY, EDUCATIONAL POLICIES COMMISSION,
WASHINGTON, D. C.

We agree that youth must be served. We seem to agree that the long-term needs of youth have not been fully served either by the existing program of secondary education or by the existing program of the federal youth agencies, or by both together. We seem to agree also on the general nature of the needs of youth, and that these needs are not the same as those of an earlier day.

The fundamental difference of opinion, if there is one, appears to turn upon the methods by which the needs shall be met; the extent of the responsibilities and proper prerogatives of the local, state, and federal governments; and the administrative policies most likely to meet the needs that we all recognize. Given a fair chance, state and local education has as good a likelihood to meet the educational needs of youth as any other agency. If that much and only that much can be shown, then the admitted advantages of state and local education make their full impact, and the

decision must be taken to leave the assigned responsibility for the youth education job to the school systems.

It seems to me, therefore, important to discover as quickly as possible, whether and under what conditions it is in fact possible for the state and local educational systems to do the job that we all agree they should do.

I should like to use the remainder of my time in describing the future plans of the Educational Policies Commission for reviewing the information on this subject. The Commission seeks to bring about a comprehensive revision of state and local youth educational services. The Commission is therefore moving at once to secure the cooperation of educators thruout the country in planning a permanent postvictory program, centered in the state and local school systems and directed especially to the problems faced in the education of youth in the upper secondary-school years.

While these observations and studies are being made, the Commission will invite the several state educational authorities to cooperate by making statewide reviews of youth needs and their resources for meeting those needs, together with a legislative program for meeting those needs.

On the basis of these state plans, plus the inspiration and practical suggestions arising from the case studies of successful schools, plus a review of the pertinent information and research already reported by the American Youth Commission and other agencies, plus experience of CCC and other federal educational agencies, plus whatever organizing ability and inventiveness the Commission and its consultants can furnish, the Commission hopes to evolve a new program for the education of American youth.

IMPENDING CHANGES IN AMERICAN EDUCATION

CHARLES H. JUDD, PROFESSOR EMERITUS OF EDUCATION, UNIVERSITY OF CHICAGO, CHICAGO, ILL.

Current discussions of the readjustments of American schools which are taking place because of the war and are sure to be influential in determining the program of education in the postwar period emphasize vocational education and education for health but neglect for the most part what may be called "the fundamental curriculum." Social studies will become the dominant factors in the school program of the future. The committees which have been created in recent years in all the leading school systems of the country to reorganize the curriculum have been moving steadily in the direction of formulating curriculums which have the social studies as their cores. This trend, which is unmistakable, represents the most wholesome reform that has ever appeared in the schools of the United States.

Denver, Colorado

June 29-30, 1942

A FINANCIAL PROGRAM FOR EDUCATION DURING THE WAR

FREDERICK M. HUNTER, CHANCELLOR, OREGON STATE SYSTEM OF HIGHER
EDUCATION, EUGENE, OREG.

Changes and Additions to School Programs Vital to Victory

1. To increase the supply of technologists and leaders in fields where there is great deficiency.
2. To serve as a major factor in preparation of skilled workers in both the armed services and war production industries.
3. New knowledge of the national and worldwide economy required for victory.
4. A new emphasis upon the dangers to democracy, both from without and upon the home front.

Financial Provisions Required

1. Federal aid in the form of loans to assure the required supply of technological experts for our armed forces and war production industries.
2. Federal aid to youth between the ages of sixteen and twenty-five to tap this great reservoir of manpower for skilled occupations.
3. A nationwide program of support by the states to enable essential educational institutions to continue to exist and prevent fatal impairment of their work.
4. A joint program of federal and state aid for the education of all American youth, emphasizing occupational preparation and placement and articulation with industry.

A FINANCIAL PROGRAM FOR EDUCATION DURING THE WAR

PAUL R. MORT, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA
UNIVERSITY, NEW YORK, N. Y.

We enter this great national emergency with an all too inadequate educational system. It was clear more than a decade ago that half of the children in America were in schools too poorly financed to rise much above the plodding textbook type of teaching. The very maintenance of our way of life requires us here and now to make those additional sacrifices which will put the American schools on a level thruout that will make them the very creators of the stuff of our way of life.

This demands an imagination in the financing of education which our leadership so far has not been able to muster.

I expect no significant results until that leadership is willing to share the problem with lay leadership. Are there no public-minded citizens in

this country, concerned with education's part in public policy, who could do their part in getting the kind of a financing of education that will maintain our way of life? Can they not be enlisted to join with us in bringing about that utilization of our federal agencies which is indispensable?

Granted a sufficient minimum expenditure for the education of a democratic people for great stresses and strains; granted the flexibility of financial practices which will make it possible for schools to adapt themselves rapidly, we still have the problem of maintaining those parts of the structure of public education that create the understanding of needs and the inventions of means of meeting those needs. We have discovered in the past few years that the national government has had unique contributions to make. But this is not to say that our federal agencies are best equipped to deal with all types of needs. I believe that experience will show that in the vast majority of cases we will still find the local community the quickest to recognize and the quickest to create solutions, provided, of course, that we maintain in a goodly number of local communities a superiority of finance which will make possible the bringing together of unusual personnel and of providing them favorable working conditions.

If we are in fact to have a school system which will help us face the turbulent years ahead, it must be a school system built thru the joint labors of the best and wisest citizens and the profession. It seems to me that the financial problem that we face today is not primarily a problem of financing after all, but rather one of correcting the public understanding out of which financial arrangements flow.

A FINANCIAL PROGRAM FOR EDUCATION DURING THE WAR

G. L. MAXWELL, ASSISTANT SECRETARY, EDUCATIONAL POLICIES
COMMISSION, WASHINGTON, D. C.

Let us start with the assumption that the first business of this nation is to win the war, and that every other interest must be subordinated to the efforts essential to victory. If we lose this war, we may expect to lose all the things we prize most highly.

In such a time we must decide what things in our lives are most nearly indispensable. We must choose between the goods and services which make up our standard of living on the basis of their relative value for the common welfare. Our decisions must be based not on money but on materials and manpower. We can spare the materials needed for the continuation of our elementary schools, our secondary schools, our colleges and universities without interfering with war production. In the case of manpower, the problem is far more serious. Manpower shortages are beginning to appear in particular occupations and particular localities, and the teaching profession is one of the occupations in which shortages are now evident. We still have plenty of people in this nation for our armed forces, our government services, our war industries, and our essential civilian services. Our problem arises because teachers are being drawn away from the profession into other

fields, largely for financial reasons; because the supply of new teachers is diminishing; and because it requires years, not months or weeks, to educate competent teachers.

If educational services are sufficiently important to be maintained thru the war, we are faced with some urgent necessities in school finance. We must provide salaries which, if not equal to those in competing occupations, are at least adequate to enable teachers to remain in schools thruout the war period without making financial sacrifices far beyond those which people in other occupations are asked to make.

We must safeguard the long-term security of teachers thru provisions for tenure and retirement, so that teachers will not easily leave a lifelong profession for the attractions of a temporary higher income elsewhere.

The most important war duty of all, for our elementary and secondary schools, is the duty to prepare the oncoming generation of children and youth for the strenuous work of maintaining a democratic government and a working economic system in this nation after the war, and for taking their part as citizens in the tremendous job of world reconstruction. If our schools fail to do this, if they are prevented from doing it by lack of competent teachers and by inadequate financial support, we shall fall short of achieving the ultimate aims of the war, however decisive our military victory may be.

YOUTH AND THE FUTURE

HARL R. DOUGLASS, DEAN, COLLEGE OF EDUCATION, UNIVERSITY OF
COLORADO, BOULDER, COLO.

1. Upon youth of today the future of the American nation depends as probably never before.

2. The type and quality of permanent world order and of American democracy depend upon the education of youth today, particularly the American youth.

3. The education of youth today should be predominantly economic-civic-political, with attention both to domestic and international conditions, trends and problems.

4. The education of youth should be such as will result in materially increasing the sense of responsibility of youth for others and the general welfare.

5. The avenues thru secondary education to leadership should be kept open to all youth of normal abilities and those thru higher and professional education open to all youth of superior ability, and federal aid should be available to all capable youth of limited economic means.

6. Existing inequalities in educational opportunity should be materially reduced by means of substantial state and federal aid.

7. Free medical and dental services should be provided all children and youth up to the time of full-time employment.

8. Specific vocational education below the professional levels should be left more and more to industry, and the schools should concentrate more

upon general education for vocation and education for other areas of life—health, civic, recreational, home, and consumer problems.

9. Guidance service, in the broad sense of the time, including mental hygiene, will be very important in the next decade or so.

10. The care and education of youth should involve much opportunity for work experience of both paid vocational and community service types.

YOUTH AND THE FUTURE

WILLIAM L. WRINKLE, STATE COLLEGE OF EDUCATION, GREELEY, COLO.

The future of democracy depends to a large extent upon whether or not our schools are actually schools for democratic living. There is only one way to learn democratic living and that way is by living democratically.

There are many obstacles which interfere with our teaching and practicing democracy in the schools. Let us assume that these obstacles are removed. What would we do? We would group boys and girls in terms of their abilities, interests, needs, and purposes. We would release a large proportion of them from required academic college preparatory courses for which they are not equipped by ability or purpose. In cooperation with boys and girls we would select and organize their learning experiences on the basis of democratic and functional values. By doing these things we would release a third to a half of the school day for most boys and girls. This time could then be devoted to educational responsibilities which we have neglected.

YOUTH AND THE FUTURE

RALPH D. JENKINS, SUPERINTENDENT OF SCHOOLS, ENGLEWOOD, COLO.

Existing inequalities in educational opportunities must be reduced if youth is to make maximum contributions to the permanent world order.

Lessening inequalities of educational opportunities does not imply making all offerings equal.

Without state and federal assistance the disparity of educational offerings will be increased. It is true, of course, that some expensive schools are not good schools, yet invariably cheap schools are poor schools.

YOUTH AND THE FUTURE

N. WILLIAM NEWSOM, WESTERN STATE COLLEGE, GUNNISON, COLO.

That the avenues thru secondary education to leadership for all normal youth should be kept open is generally accepted as a characteristic of our American education. This principle, however, has not yet been fully realized. Federal aid is the only possible means of making such opportunities equal for all. If our government has a right, and it does have such right, to call youth into the armed services for the defense of our country and our

way of life, then it has the corresponding responsibility to make the things it calls on youth to defend possible for youth.

There is some question on my part as to whether or not the public should provide this aid free for youth for professional education. If the public is to provide this aid free, then a better system of practices must be instituted in the professional groups. All services which are common to and essential for all men—such as medical, dental, health, and often legal—must be socialized.

The first purpose of the school is to help people to learn how to live. The second major purpose of the school is to provide a program of vocational education for the training of youth in vocational lines. The secondary school has a responsibility to provide the necessary vocational education for all types of jobs for which it can enhance the possibilities and competence of youth. If the school does not provide this training independently or under some cooperative plan, too many of our youth will never receive any vocational education from any competent source.

YOUTH AND THE FUTURE

L. JOHN NUTTALL, JR., SUPERINTENDENT OF SCHOOLS,
SALT LAKE CITY, UTAH

It is the historical sequence of generations that as older men are compelled by age to retire from active control of social institutions their places are filled inevitably from the ranks of younger men. Young people today are part of a population in which the average age is older. It is natural for these older members of society to retain as long as possible the positions of directorial power in American life. In such conditions youth do not become more important than formerly but find themselves more strikingly thwarted in their efforts to contribute in a significant way. They need training in understanding the reasons for what may appear to them as a stalemate.

Further than this, the youth of today with their training are breaking into an adult group the members of which are better trained than ever before. They do need the ability to adjust to the superior ability of the older generations with whom they first must cooperate and later whom they will replace.

Schools should concentrate thruout the secondary course on general education including health, civic, recreational, home, and consumer problems. But this should be for all children. Guidance in its general and individual patterns also is for all pupils. It is similar in the field of vocational education. The public schools should do for children what should be done for them by the end of the secondary program in the light of at least a probable vocational field. Work experience is valuable in general education. Work related to vocational training is a necessary element. But the relegation of vocational training to business concerns with their profit motive necessarily strong seems to be a surrender to the idea of early specialization with no elasticity of employability and seems to create at least the possibilities of exploitation of youth.

DEPARTMENTS

A NEW APPROACH TO DEPARTMENTAL PROCEEDINGS

IN VIEW OF THE WARTIME SITUATION, *this edition of the volume of Addresses and Proceedings has been materially reduced in size. Most of this reduction has been accomplished in the departmental materials. In previous years an attempt was made to include addresses or abstracts of addresses. The only record of departmental activities formerly included was the minutes of the annual meetings.*

This year it was suggested to departments that they provide for this volume the following materials:

- 1. An account of the year's activities and achievements.*
- 2. A brief summary of convention programs.*
- 3. Official minutes and other important records in condensed form, including newly elected officers at either midwinter or summer meetings.*
- 4. Abstracts of addresses if space permits or if the addresses were sufficiently valuable to displace the above types of material.*

Many of the departments publish proceedings so that their papers are available. Sources are indicated wherever known.

Officers of departments for 1942-43 are given in each departmental section. Officers for 1941-42 will be found beginning on page 348.

Since the Executive Committee was unable to make a decision on the size of this volume until the Denver convention, it was necessary late in the summer to seek the cooperation of departmental officers in furnishing materials. Their fine cooperation is hereby acknowledged.

DEPARTMENT OF ADULT EDUCATION

OFFICERS, 1942-44

The officers for the years 1942-44 are: *president*, Paul H. Sheats, assistant professor of education, University of Wisconsin, Madison, Wis.; *first vicepresident*, Roben J. Maaske, president, Eastern Oregon College of Education, La Grande, Oreg.; *secretary*, Grace Ruth Southwick, director of adult education, Evening High School, Santa Barbara, Calif.; *regional vicepresidents*, Perry L. Schneider, assistant director of evening schools, Board of Education, 110 Livingston St., Brooklyn, N. Y.; Arel B. Cook, state supervisor of adult education, WPA, 724 Fourth Ave., Huntington, W. Va.; Troy Morgan, state adult education coordinator, State Department of Education, Jackson, Miss.; Henry J. Ponitz, instructional consultant, adult education, State Department of Public Instruction, Lansing, Mich.; Dean H. McCoy, executive secretary, Adult Education Council, Denver, Colo.

CONVENTION HIGHLIGHTS

San Francisco, California

Session I—Federal-State Cooperation

“Only thru adult education, reaching into every level of society, can we hope to cope with the complexities of the present crisis.” This was the theme of the Department of Adult Education sessions held in San Francisco, February 23-25, 1942.

Realizing that the problem of building morale and acquainting the public with the phases of the war effort is primarily the function of local adult education agencies, the conference overwhelmingly agreed that federal aid is necessary and desirable to accomplish the task.

During the session on “Federal-State Cooperation” it was pointed out that:

1. The federal government has been attempting for a number of years to equalize the educational opportunities for adults. Examples of this effort are to be found in the Smith-Hughes Act, Federal Forum Project, WPA, NYA, and CCC. More recently the programs of the Office of Civilian Defense and the Civilian Morale Service of the U. S. Office of Education have attempted without funds to stimulate adult programs thruout the nation.

2. While many of the above services are desirable, the question was raised as to whether or not the federal government was attempting to plan the education program for adults rather than merely offering to equalize opportunities.

3. Any attempt to centralize control of adult education in Washington is undesirable, and the type of federal aid which throws initiative on state and local communities is best suited to the American way of life.

4. In the present crisis the job before us is much greater than at any time in the history of our nation. With thousands of adults entering, for the first time, into community programs, adult education must lead these people into activities which will strengthen local communities for the years to come.

5. The building of morale depends a great deal upon the ability of these millions of persons to participate effectively in community programs. Any aid from the federal government should be channeled thru the U. S. Office of Education into local adult education agencies.

Referring to a recent article entitled "A War Measure for Adult Education," in the February 1942 issue of the *Adult Education Bulletin*, the speakers pointed out that the best proof of the need for federal-state aid for adult education could be found in the fact that "one-eighth of the nation's adult population has not been educated beyond the fourth grade." The plan for federal aid as proposed in the Terry Bill (H. R. 6271) attempts to remedy this situation thru federal aid to states, with full responsibility for the educational program in the hands of local and state educational authorities.

The conference went on record as favoring this bill.

Session II—National Citizenship Education Program

The second session of the Department of Adult Education was addressed by William F. Russell, director of the National Citizenship Education Program, who described this program, outlined its objectives, and discussed some of the practical difficulties which have been encountered. For a complete treatment of this topic, see the articles by Mr. Russell and others in the symposium on "The National Citizenship Education Program" in the February 1942 issue of the *Adult Education Bulletin*.

Session III—The War and Workers' Education

Workers' education is social science for the wage earner, serving to equip him better to play his part within the structure of our common life. While the curriculum in the war emergency is to be one operating in the major areas of economics and politics, available new data must be employed. This was evidenced by the fact that the workers' situation today is much different from that of ten years ago.

1. Ten years ago the problem in the labor market was one of unemployment; now it is that of demand.

2. The fact that labor has promised not to strike presents it with the necessity of improving its technics of peaceful settlement.

3. A few years ago wages were low. Now wages are up, and so are prices.

4. The structure of the national debt has changed greatly in the past few years and economic illiteracy is quite general.

5. The present national crisis in which the worker finds himself is much different than in 1932.

In order to carry on a thoroughgoing educational program for workers, we must be able to recognize and overcome some of the major obstacles. Re-

cruiting of student personnel will become more difficult. The number of unemployed is decreasing; working hours have been lengthened; in some cases vacations have been suspended. This means that workers will have less time or will be too tired to attend classes. It was suggested that attention to resident programs be lessened and that emphasis be placed upon evenings and week-end institutes. It was also pointed out that recruiting itself is an educational project and that there never was a time when workers could be sold on their own needs without a strenuous sales effort.

Session IV—Making Good Americans

The discussion of activities relating to citizenship education was continued by a representative panel. There was full agreement concerning the great importance of the task and its relation to the national effort for victory. Since the panel had spokesmen for the WPA, the Department of Justice, the public schools, and the NCEP, the differences in point of view were well expressed.

There was considerable doubt as to whether the WPA could everywhere provide the necessary staff for citizenship education. Dean Russell indicated that if the NCEP were to meet its responsibilities, volunteers would need to be used in many places. Training for volunteers would have to be provided by qualified leaders.

The importance of excellent teaching materials, especially in the hands of teachers with limited experience, was generally emphasized. The danger of preparing students for naturalization examinations instead of preparing them for active citizenship was presented. The urgency for immediate action was evident. There was extended discussion of the ways in which WPA workers of limited qualifications might be used, but it was obvious that the solution of this problem would have to be made locally in the light of the availability of qualified or trainable individuals.

Session V—Benefits of a National Organization to Adult Education

Affirming that adult education has now come into its own, and that the greatest need at the present time is for a democratic nationwide association that will be representative of adult education workers in all fields, T. H. Shelby, of the University of Texas, outlined the following things to be accomplished by such an organization:

1. Engage in certain types of research and cooperate with the Institute of Adult Education of Teachers College, Columbia University, in its efforts along this line.
2. Thru a monthly publication, coordinate the programs of adult education undertaken thruout the nation and serve as a clearing-house of information.
3. Establish a code of professional ethics among adult education workers.
4. Promote legislation, state and federal, and establish a standard of legislation for the several states.
5. Stimulate the extension of adult education programs thru regional conferences and by encouraging state and local councils.
6. Encourage states to establish minimum certification requirements for teachers in the adult education program.
7. Sponsor and encourage workshops similar to those conducted at Mills College and the University of Chicago.

Session VI—Business Session

The business meeting of the Department of Adult Education of the National Education Association was called to order by President M. S. Robertson on February 25, 1942, at 3:00 P.M. The following business was transacted:

1. It was moved, seconded, and carried that a committee be appointed to draw up a plan which would bring lay groups and agencies into membership in the Department.

2. It was suggested that steps be taken to change the name from a "department" to a "national association."

3. Mr. Maaske stated that he had suggested to the yearbook committee of the American Association of School Administrators that in the near future one issue be given over to adult education in the schools, and he thought it wise for the Department to endorse this suggestion. It was moved, seconded, and carried that "the officers of the Department approach the American Association of School Administrators officials regarding the possibilities of carrying out this proposal."

4. At the request of President Robertson, Mr. Sheats submitted a plan for the affiliation of state and local associations of adult education with the Department. This report was discussed at some length. It was pointed out that there was need for some immediate plan which would permit those associations which now wish to affiliate to do so. It was moved by Mr. Maaske, seconded by Mr. Mulford, and carried that the president and Mr. Maxwell constitute a committee to work out a provisional plan for state and local associations to affiliate with the Department and that each of these affiliates be invited to send a representative to the summer meeting in Denver to aid in forming a permanent plan of affiliation.

5. The Nominating Committee made its report.

6. The president was instructed to extend appreciation to the Committees on Program and Arrangements for their highly successful efforts.

7. The Department voted to go on record as favoring the Terry Bill (H. R. 6271) and pledging its support to the passage of this bill.

SUMMARY OF SESSIONS

Denver, Colorado

Making adult education a force to meet "the total and universal impact of the war" was the primary concern of those who attended the annual meeting of the Department of Adult Education in Denver.

That the war is immediate to every individual and that adult education must play a vital part in meeting the challenge to democratic people was apparent from the opening address given by Lyman Bryson, educational director of the Columbia Broadcasting System, on "Radio and the War Today" at a luncheon meeting with the Association for Education by Radio. This luncheon had the largest attendance of any single meeting and generated enthusiasm which carried thru the three days of the conference.

Mr. Bryson's remarks brought out the fact that there is a constructive emotional approach to the issues at stake which can be fully as potent as the destructive emotional approach used by the totalitarian enemy. The use which we make of the instruments at hand—the radio, the motion picture, the classroom, the printed page, and the public forum—will determine

which emotions will dominate our thinking and which will carry over to postwar attitudes. Knowledge of what is happening, whether it is favorable or unfavorable; the "why" of rationing, ceilings, curtailment, and induction as well as the "how"; and the basic principles for which free people all over the world fight can strengthen individuals in the common cause for victory and peace.

Ben M. Cherrington, director of the Social Science Foundation, introduced another element into the thinking of the group when he declared: "The enemy already has opened a second front here in America. We at home are engaged in the war as definitely as our soldiers abroad. The conflict is being brought to us in subtle and insidious form. Unless we are alert we may lose the war at home while our boys are winning it on foreign battlefields. Like parachutists, we fight individually; the enemy brings the war to each of us in camouflaged form. His weapons are incredulity, illusion, irrationality, and indecision. Note that the form of each of the four ways in which the enemy attacks us begins with the letter 'I.' That is as it should be, for the foe presses the battle home to me and to you individually. None of us can escape his responsibility to struggle until victory is assured. To do otherwise would be treason."

The educative value of people working together in a common cause and thereby promoting neighborliness was stressed by Howard McClusky, of the Office of Civilian Defense. Adult education groups may participate in defense councils by accepting leadership in planning, in the interpretation of programs, in providing a rallying point for isolated forces, and in the training of leadership for the numerous activities involved in total local defense.

Thruout the sessions it was further emphasized that adult education must play a material part in the postwar thinking of the people. Kent Sanborn, superintendent of schools at Longmont, Colorado, pointed out that while it is necessary to meet the immediate training needs of the war situation, adult education must retain its broad aspects if civilian morale is to be maintained and if we are to be able to face the problems that will follow the winning of the war.

Speaking on "Our Lost Legions," John W. Studebaker, U. S. commissioner of education, made a strong appeal for the elimination of illiteracy. "For the sake of democracy we cannot afford to let the interest in our illiterate legions—so sharp and urgent now—die down to sluggish apathy," he said. Leaders in the Army, in industry, in defense agencies, and on the farm agree that the illiterate cannot contribute his full worth to the war effort, yet "today, when we need 2,000,000 more young men for service, at least 10,500,000 more skilled and lesser skilled workers in war production, and untold thousands for agriculture, we discover a legion of 10,000,000 adults lost to us for effective service in our hour of need," Mr. Studebaker said. "Of the illiterates," he added, "4,200,000 over twenty-five years of age are native-born whites, 3,100,000 are foreign-born whites, and 2,000,000 are Negroes. Fifteen percent of the farmers, upon whom the nation and its allies depend for its food, have not had a fourth-grade education.

They are seriously handicapped as soldiers and as workers, not because they are unintelligent but because they find it exceedingly difficult to understand."

Many speakers and delegates were inclined to emphasize that in too many instances communities are unmindful of educational and social needs, or that many agencies are competing for honors, duplicating efforts, and working at cross purposes rather than carrying on a common program. There were those who advocated that some outside agency should take over the responsibility of clarifying this confusion. Others stated that if full responsibility for programs in local communities were placed in the hands of local leaders, they could solve the problem. This divergence of opinion led to some of the most spirited discussions of the conference.

One of the outstanding sessions of the conference was the dinner meeting held in honor of L. R. Alderman, consultant in adult education in the U. S. Office of Education, in recognition of his long service and idealistic leadership in the cause of adult education. In introducing the honored guest, G. L. Maxwell, assistant secretary of the Educational Policies Commission, made articulate the high esteem with which Dr. Alderman is held by the many who paid him honor. It was brought out, both by the introduction and by Dr. Alderman's address on "A Look into the Future," that today's accepted programs in adult education started in numerous instances as ideas of the man for whom the dinner was held.

BUSINESS MEETING

Denver, Colorado

June 30, 1942

The business meeting was called to order by President M. S. Robertson, who called for a report of the Committee on Reorganization. This committee had been authorized by action of the Department at its San Francisco meeting in February 1942. In addition to studying the problem during the intervening months, the group had held informal discussions with interested persons during the current convention. The report, which was presented by Chairman Roben J. Maaske and adopted, follows:

Membership and Affiliation of State and Other Adult Education Associations and Councils

It is resolved that Article III of the Constitution of the Department of Adult Education be amended to read as follows:

ARTICLE III. MEMBERSHIP AND AFFILIATION OF STATE AND OTHER ADULT EDUCATION ASSOCIATIONS AND COUNCILS

SECTION 1. Membership in the Department of Adult Education is open to adult education teachers, administrators, lay leaders, workers and others interested in adult education upon the payment of an annual fee of one dollar and fifty cents (\$1.50), effective October 1, 1942.

SEC. 2. State and regional associations of adult education may affiliate with the Department of Adult Education upon application and acceptance by the executive committee.

Other organizations for adult education, such as adult education councils, associations of adult principals or administrators, and local adult education groups, may similarly affiliate with the Department of Adult Education upon application and acceptance by the executive committee of the Department.

Acceptance of affiliation assumes that leaders of the affiliating group will actively promote individual memberships in the Department of Adult Education by their own members.

The fee for individual membership in the Department of Adult Education when paid through an affiliated state association for adult education or other affiliated group shall be one dollar and twenty-five cents (\$1.25).

SEC. 3. Each membership in the Department of Adult Education entitles the member to receive the *Adult Education Bulletin* and other publications and services of the Department.

Committee on Reorganization:

ROBEN J. MAASKE, *chairman*
T. H. SHELBY
MILDRED J. WIESE
GEORGE C. MANN

It was reported that the Committee had given consideration to the possibility of organizing one national body to further the program of adult education. It was moved by Mr. Maaske, seconded, and carried, that the Department of Adult Education authorize the president to appoint a committee of not more than four members to enter into negotiations with a similar committee from the American Association for Adult Education, looking toward a merger of the two organizations, provided that the Association is similarly interested in such a merger; the negotiations to include such matters as defining purposes of the organization which would result from the merger, agreeing upon a new name for it, planning for a single publication, determining membership fees, and other matters pertinent to such a union of agencies in the field of adult education. After the motion had been passed, W. M. Campbell suggested that it would be desirable to consider the possibility of adding other organizations to the united forces, and it was agreed that the Committee should bear this in mind in its deliberations.

Mr. Hosman urged that responsibility for activities and promotion of adult education be placed in local and state associations and that where such associations are affiliated with the national organization, careful attention be given to the building up of membership in both.

Motion was made by Mr. Sheats that a life membership in the Department of Adult Education be granted L. R. Alderman in recognition of his interest and leadership in the Department. Motion seconded and unanimously carried.

Mr. Hosman moved that a vote of thanks be extended to the outgoing officers and the editor of the *Bulletin* for their devotion and work during the past two years. Motion seconded and unanimously carried.

The incoming officers were introduced. It was announced that M. S. Robertson and C. W. Huser had been appointed to the Executive Committee and that Leland P. Bradford had been named editor of the *Bulletin*.

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Jay B. Nash, professor of education and chairman, Department of Physical Education and Health, New York University, New York, N. Y.; *president-elect*, August H. Pritzlaff, director of physical education, Board of Education, Chicago, Ill.; *past-president*, Anne Schley Duggan, director of physical education, Texas State College for Women, Denton Texas; *vice-president for health education*, Harold H. Walker, professor of health education, University of Tennessee, Knoxville, Tenn.; *vicepresident for physical education*, Harry A. Scott, professor of physical education, The Rice Institute, Houston, Texas; *vicepresident for recreation*, Alfred H. Wyman, executive director, Park and Playground Association, St. Louis, Mo.; *executive secretary-treasurer*, N. P. Neilson, 1201 Sixteenth Street, N. W., Washington, D. C.

HISTORICAL NOTE

The American Association for Health, Physical Education, and Recreation is the result of a merger of the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association in 1937. The Department of School Health and Physical Education had its beginning as the Department of Child Study, created at the Asbury Park meeting held in 1894. In 1911 the name was changed to the Department of Child Hygiene. See *Proceedings* 1911:870. At the Denver meeting in 1895 there was created the Department of Physical Education which, in 1923, became the Department of Physical and Health Education. In July 1924 the Department of Child Hygiene was merged with the Department of Physical and Health Education under the name of the Department of School Health and Physical Education. See *Proceedings* 1924:96. The American Physical Education Association was officially founded in 1885 under the name of the American Association for the Advancement of Physical Education. In 1903 the name was changed to the American Physical Education Association. In 1896 the Association began the publication of its official organ, the *American Physical Education Review*. In 1930 the name of the publication was changed to the *Journal of Health and Physical Education*, and in the same year the publication of the *Research Quarterly* was begun.

The Department holds its annual national meeting in April. In addition to the national organization of the Association, there are six regional dis-

strict organizations—the Eastern, Midwestern, Central, Southern, North-western, and Southwestern—each of which holds an annual convention, with the exception of the district in which the national meeting is held. This district holds its meeting jointly with the national organization.

SUMMARY OF MEETINGS

New Orleans, Louisiana

April 15-18, 1942

“National Fitness thru Health, Physical Education, and Recreation” was the theme of the annual convention at Hotel Roosevelt, New Orleans. Preconvention meetings held included a dance conference; a joint meeting of the American Physiotherapy Association and the Therapeutics Section of the American Association for Health, Physical Education, and Recreation; a meeting of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association; meetings of the American Academy of Physical Education, the Society of State Directors of Health and Physical Education, and the Southern Association of Directors of Physical Education for College Women; and a conference on safety education. A postconvention sports conference of the National Section on Women’s Athletics was also held.

In the health education, physical education, and recreation division meetings were discussed the urgent health problems due to the wartime situation, the national program of physical fitness, and recreation during and after the emergency. The various sections of the association gave attention to the problems of administration, mental health, athletics, safety, teacher education, tests and measurements, dental health, recreation leadership and program, therapeutics, camping, the dance, school nursing, health instruction, nutrition, school health policies, and research.

One day of the convention was devoted to a discussion conference on national fitness thru health, physical education, and recreation. Discussions were applied to the elementary, secondary, and college levels and to the fields of health education, physical education, and recreation. A showboat trip on the Mississippi, a dance given by courtesy of the exhibitors, and the convention banquet were greatly enjoyed. Señor Rafael Jimenez Castro, Consul de Mexico, at New Orleans; Captain Sylvio de Magalhaes Padilha, Director de Esportes, São Paulo, Brazil; and W. G. Anderson, founder of the Association in 1885, were special guests at the convention.

In view of the national situation, and of the many requests which had been received by the Association for a specific statement of the program it recommends, the Association adopted the following restatement of its platform:

1. As shown by the draft, 50 percent of American youth have disabling defects, hence:

It is necessary to have medical examinations for every young person of school age, the type of examination and the organization necessary to be determined by organized medicine, dentistry, and public health.

2. The neglected defects in childhood are the same defects which prevent acceptance for service, hence:

It is important to secure early correction of every remediable defect, the ways and means to be determined by the family and community.

3. Many young persons violate health practices because they do not know how to live, hence:

There should be emphasis upon rest and sleep, nutrition, recreation, exercise, mental and social hygiene, medical and dental care, in order to develop desirable patterns of living.

4. Many children fail to grow properly, are weak, are unable to protect themselves adequately in emergencies, and lack recreational skills, hence:

All children should be taught motor skills which promote growth, development, safety, and recreation suitable to their age, sex, and condition of health. A program of physical education, consisting only of weight-lifting, strength stunts, calisthenics, marching, or similar exercise is too limited for the needs of growing boys and girls.

5. The things children learn in school should function in their lives now and afterwards in civilian life, hence:

The program should consist of rhythms, games, sports, athletics, and body building activities, the latter directed particularly to the arms and upper back. The program should extend competitive interscholastic athletics suitable for the individuals concerned.

6. There are many desirable facilities and opportunities in the community, hence:

In conjunction with the regular program of the school, wide use should be made of community and state facilities and opportunities for camping, hiking, riding, boating, and similar outdoor activities.

7. Vitality, strength, and skills cannot be developed without adequate time, hence:

In order to develop agility, skills, ruggedness, strength, and endurance, a daily program of participation under qualified instructors thruout childhood and youth should be provided.

8. No comprehensive programs are possible without facilities, hence:

Communities should provide adequate indoor and outdoor facilities, including facilities for swimming, in order to make possible a desirable program of physical education for all children and youth.

A statement of the program for adult physical fitness approved by the Association reads:

The American Association for Health, Physical Education, and Recreation calls to the attention of men and women in adult life the importance in these days of maintaining physical fitness.

Wholesome recreational activities have proved in other countries to be an antidote to the strain of war. All activities for maintaining fitness will play a vital part in building morale in the individual and in the nation.

A variety of activities is desirable, such as sports, horseback riding, dancing, gardening, hiking, swimming, camping and outing activities, walking to and from work, bicycling and conditioning exercises of various kinds carried on regularly, not only on week-ends and in vacation periods.

Muscular strength and organic power must be maintained by every citizen in the home, on the assembly lines, and at the front. Laws of nutrition must be known and followed. Expert medical advice must be sought.

The Association adopted a number of resolutions including the two which follow:

Resolution on Program

WHEREAS, The present war in its many manifestations is more and more relying upon physical education,

WHEREAS, As in the past, many poorly conceived programs are being proposed and sponsored by persons not professionally trained, and

WHEREAS, The urgency of these days requires extensive, specialized training of young men for the armed forces in programs of physical education which scientifically trained experts can approve; therefore be it

Resolved,

1. That the American Association for Health, Physical Education, and Recreation assembled in national convention at New Orleans, April 15-18, 1942, approve and give wholehearted support to that type of program consisting of combat activities, rugged team and individual games, track and field athletics, and the necessary conditioning exercises related thereto,

2. That the Association approve and endorse as suitable those activities which develop physical courage, ruggedness, and cooperative effort, which teach the recruit not only to protect himself on land, sea, and in the air, but also to overcome his opponent, raising to a higher level of intensity the familiar and accepted experiences of American boys in games, sports, and combat activities, and

3. That, in the dire extremity of these days, this Association expect its government to use competent and professionally trained personnel.

Resolution on Swimming

WHEREAS, The ability to swim is an important safety measure, and

WHEREAS, Evidence is clear that approximately 50 percent of our military forces cannot swim, and

WHEREAS, Swimming is not now taught to all boys and girls of high-school age; therefore be it

Resolved,

1. That schools and colleges give increased attention to instruction in this phase of the program of physical education, and

2. That suitable facilities be provided by communities and institutions in order to realize the purpose of this essential activity.

HEALTH AND FITNESS IN WARTIME

JAY B. NASH, NEW YORK UNIVERSITY, NEW YORK, N. Y.

(Presented at Denver Meeting)

We need men today who are physically tough, mentally alert, and emotionally stable. We need such men on the highway, in the air, and on the assembly line. Almost to the same degree we need women who are likewise integrated and prepared to serve our wartime needs. But people of this type just don't happen. They don't grow like Topsy. They are largely the result of discipline—and if you want the best, *self-discipline*.

In spite of individual differences, men and women generally are not living anywhere near to their capacities. The fullest development of body strength, mental alertness, and emotional stability comes as a result of a healthy way of living, regular habits, and an enthusiasm for a way of life. Those regular habits include simple, old-fashioned ones involving sleep, rest, wholesome foods, and plenty of physical exercise. The men who follow this way of living cannot be beaten.

Look at men who have all-around development. They stand erect, look you straight in the eye, and carry no extra weight. Their backs are flat, their shoulders up, and their chins in. They have confidence and poise. They can take their turn in a plane, a tank, on a twenty-mile hike with a fifty-pound pack, or an eight-hour shift under pressure in factory or shop. These men can resist fatigue, sustain effort, hold in reserve the power to meet an emergency, and make keen and accurate judgments. The brain can flash signals and the muscles will respond instantaneously and accurately.

Building physical stamina is a challenge. We have not met this challenge in the training of youth but we are going to have to do it. The optimistic element in the picture is that we can, but not on the thesis of "everything as usual."

We are soft. We have been sitting behind an imaginary Maginot Line. We have been telling each other that we are safe, strong, invincible; that we have produced a race of supermen on this continent. Our natural resources are limitless. We say our factory resources can turn out anything on a month's notice. It was a beautiful dream while it lasted but now we must face reality.

We have become largely a nation of city dwellers. We have developed into a sedentary people. We, more than any race that has ever survived in history, spend more time in overheated rooms. We have become habituated to living on refined foods, almost predigested foods. Our white flour and our breakfast foods are not the food of champions, nor are white sugar and an excessive amount of fats.

Our exercise habits have been a disgrace. Our children have been indulged in limitless ways. We put in bus lines to carry them to school, when they should walk—within a two-mile radius. Chauffeurs are sent to the school door for children who could walk home in fifteen minutes.

We have been softened by our way of living. You do not prepare physically strong men, ready to meet emergencies, in night clubs, roadhouses, automobiles, or in cushioned chairs in front of the radio or at movies. Men do not train on cigarettes, cocktails, candy bars, and sweet carbonated drinks.

Why should colleges now be getting headlines about putting men in shape physically? Why should they not have been doing this all along? Of course we have carried spectatoritis to an excess never before witnessed. In place of a real health-building program, involving sound medical advice, adequate nutrition, and vigorous exercises, we have been fed on a barrage of advertising and classroom hygiene courses, all of which involve a few truths, many part truths, and plenty of falsehoods.

Education has been worshipping at the shrine of "training the mind." In one cross section selected from the highest 13 percent according to scholarship, some 60 odd percent could not chin themselves three times and over 40 percent could not chin themselves once. Eighty percent had remediable defects. Only a smattering of these young men would have been accepted by the Army, practically none by the Air Corps.

Health facts of yesterday are of little use today. Facts of our textbooks

are pretty largely yesterday's facts. They are not to be trusted unless re-checked constantly.

Facts about health have another disconcerting characteristic. They are not of equal value. "Brush your teeth three times a day; get nine hours of sleep." Both are facts, but one is an ant hill, the other a mountain peak. "Nine men constitute the Supreme Court; all men have some inalienable rights." Both are facts, but what a difference in significance! Too often such facts are handed to children and they are expected to distinguish between the minor and major ones.

Then, facts in and of themselves are not effective in changing the patterns of behavior. Correlation between *knowledge of what to do* and *doing it* is discouragingly low. We are going to have to tap emotions—give young people something worth fighting for, worth training for, if we are to develop stamina.

These are forms of action which America needs:

Immunize young people against certain diseases over which we have almost complete control.

Simplify living conditions and provide antidotes for strain, additional sleep, more rest, and more rhythmic movement. Joy that comes from the pursuit of an activity with enthusiasm yet not under tension will form a definite antidote to strain.

Provide wholesome and essential foods. We are going to have to turn away from our undisciplined consumption of refined foods, sugar, "pop," and of course, health-destroying cigarettes, alcoholic liquor, and many of our drugs. A return to simple whole foods—whole grains, whole cereals, milk, and eggs—will be a step forward. Fruits and vegetables, naturally ripened, eaten in their wholeness, with as little cooking as possible, will help to supply adequate nutritive elements.

Organic power, or stamina, can be built by physical exercise. The body develops power in that which it uses. Total body activity develops heart power. Heart power means, primarily, the delivery of oxygen and the elimination of waste. These elements provide favorable conditions for the acting muscles. Power is built; fatigue is resisted. This takes time! What we are from the ages of eighteen to thirty-six depends largely upon what we were between one and eighteen.

It should be clearly recognized that stamina is not enough. Even mental alertness and emotional stability are not enough. We need strength of mind and strength of spirit beyond mere strength of arm. With physical stamina and mental alertness, with ability to think straight, and with courageous spirit men cannot be conquered.

A HEALTH AND PHYSICAL EDUCATION PROGRAM FOR ELEMENTARY SCHOOLS

STRONG HINMAN, ASSISTANT SUPERINTENDENT OF SCHOOLS,
TOPEKA, KANS.

Time marches on and with it marches the program of education. It is a truth that a human body is the most important thing on earth, and the most important thing to an individual is his own life. Anything that enriches

and improves the life of an individual is fundamental to him. Health, physical education, and recreation are phases of education that improve and enrich human lives.

At the close of World War I a wave of enthusiasm for health and physical education swept over the United States. Thirty-six states passed laws for physical education and thirty-seven states passed laws regarding medical inspection of children. After 1929 came the depression. Health and physical education were classed as fads and frills. School administrators who had been giving lip service but little practical help weakened under public pressure in many instances because they were not convinced that health and physical education were fundamental areas of education. School budgets were slashed and many programs were wrecked.

World War II has created a new wave of enthusiasm for health, physical education, and recreation. The large number of rejections for service in the armed forces has placed a new emphasis on physical welfare. State departments of health have gone into action, physical fitness and recreation programs have been sponsored by the national government, and the Army and Navy have established physical education programs to train their personnel. They have taken coaches and physical directors from our schools daily until our staffs are mere skeletons of what they were a year ago.

There is a new philosophy of health being developed and practiced in our schools today. This new philosophy recommends that "school health service do nothing for the child that can be done effectively by the family, unless it is something primarily for the education of the child and his parents." The new program for health recommends that health examinations be given by the family physician. Where the family cannot pay the examination fee, the city, county, or public schools may then be called upon to render assistance. It is recommended that examinations be made annually if possible, but where finances do not permit, that at least four examinations be made during the school career of the child. In addition to these health examinations, all pupils who are referred by the classroom teacher should be examined as well as all candidates for athletic teams.

A health service program cannot function effectively without a good follow-up program. There is no question but that we need an improved service in following up health examinations. The whole follow-up program is a cooperative affair between school personnel, family physicians and dentists, social welfare agencies, and parents. Treatment is not a school function but is a responsibility of the parents and the family physician and dentist. It is a function of the schools to help parents make the best use of the community treatment facilities. The White House Conference report states that "any policy that does for the individual what he can do for himself leaves him more dependent and less willing to care for himself when the protective hand is withdrawn."

The modern health program will provide for a healthful school environment and assist the community in the prevention and control of communicable diseases. It will provide a graded program of health instruction and

special education for those handicapped pupils who cannot satisfactorily cope with the regular school program. In health instruction we are interested in the knowledge learned, attitudes developed, and the habits formed.

The modern program of physical education is based upon sound policies which have been established as a result of careful research. It is designed to meet the needs of all pupils and should contribute to the improvement of bodily functions, endurance, physical stamina, neuromuscular coordination and skills, strength, and agility. A few years ago the pendulum swung away from the idea of a vigorous body to one which stressed mainly recreation, mental hygiene, personality development, free play, and do as you please. Now we are paying the price. We did too little too late. The lack of fitness of recent rejectees has aroused the nation. This is not only a school problem but one for the home and the community as well. We do not want to go back to the physical education of thirty years ago, but we do want to consider our bodies more. A human being is more than a mind or a personality; he is a biological machine. The nation wants an improved physical fitness. We are returning to the idea of a well-developed body as a temple which houses a beautiful soul and an alert mind.

Physical education can make a contribution to the social and psychological development of the individual. Safety skills for protection in emergencies and recreational skills which may be used during school life as well as in later life can be taught. It is our business to help pupils develop hobbies and to improve their skills and technics which they may use in recreational activities.

In conclusion, we may say that health and physical education have been accepted as a fundamental area of education. We know that the Army and Navy officials are urging schools and colleges to develop physical fitness in their students because it will save about four months of training time when they get into the armed forces. One of our big jobs is to develop a pride in being fit for service. Public-school officials must improve their public relations and keep the public informed on the values of a modern program of health and physical education.

The up-to-date program is built on accepted policies which have been worked out by national organizations. Health service is attempting to teach people to attend to their own health needs. Health instruction is working toward the development of knowledge and attitudes which will result in action for better living. Physical education is stressing an all-round program of many activities to meet the needs of all types of children. Through our program the fundamental principles of democracy are being taught. Boys and girls are learning to respect the rights of others and to respect authority, because they are participating in democratic ways of living.

Additional information and addresses for this department were published in various issues of the *Journal of Health and Physical Education*.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

OFFICERS, 1942-43

The officers of this department for the year 1942-43 are: *president*, Homer W. Anderson, War Savings Staff, Washington, D. C.; *first vice-president*, W. Howard Pillsbury, superintendent of schools, Schenectady, N. Y.; *second vicepresident*, Charles H. Lake, superintendent of schools, Cleveland, Ohio; *executive secretary*, Sherwood D. Shankland, 1201 Sixteenth Street, N. W., Washington, D. C.; *Executive Committee*, William J. Hamilton, superintendent of schools, Oak Park, Ill. (term expires 1943); Henry H. Hill, superintendent of schools, Pittsburgh, Pa. (term expires 1944); Stanley H. Rolfe, superintendent of schools, Newark, N. J. (term expires 1945); Worth McClure, superintendent of schools, Seattle, Wash. (term expires 1946); the president, first vicepresident, and second vicepresident, ex officio.

HISTORICAL NOTE

At the meeting of the National Teachers' Association in Harrisburg, Pennsylvania, August 1865, the state and city superintendents present decided to form an organization of their own. The new organization was called the National Association of School Superintendents.

In 1870 the National Association of School Superintendents became one of the four original departments of the National Education Association. Under the act of incorporation passed by Congress in 1907, it was called the Department of Superintendence of the National Education Association. In 1921 the Department was reorganized with a full-time executive secretary at Washington headquarters.

At the New Orleans convention in February 1937, the Department adopted a revised constitution and bylaws changing the name to the American Association of School Administrators, a department of the National Education Association. It meets annually during the last week in February. A yearbook and an official report of its annual convention are its principal publications. The annual dues, \$5, are payable to the executive secretary.

The *Official Report*, San Francisco convention, published by the American Association of School Administrators, contains addresses delivered at this meeting.

SECRETARY'S MINUTES

San Francisco, California

February 21, 1942

The seventy-second annual convention of the American Association of School Administrators, a department of the National Education Association of the United States, was held in San Francisco, California. Registration and exhibits opened Saturday morning, February 21, in the Civic Auditorium.

In all, 182 firms and organizations participated in the exhibit. All the available area on the main floor of the Civic Auditorium was occupied. Many of the members of the Association, especially those who traveled long distances to reach San Francisco, wondered whether it would be possible for the 1942 convention to have an exhibit. However, when they entered the main floor area of the Civic Auditorium they were greeted by the welcome sight of long rows of attractive booths filled with the materials of education. There were only a few evidences of the effects of war priorities. The most striking signs of this kind were probably the absence of such items as school buses and vocational machinery. The exhibit was fully harmonized with the general theme of the convention, "Education for a Free People." It was clearly evident that the exhibitors had adapted their products and their displays to the needs of the war emergency.

Due to local conditions and conforming with the request of the War Department, the general sessions were held in two sections. The Fox Theatre, the War Memorial Opera House, and the auditorium of the High School of Commerce were used for these meetings. All of them were located at the Civic Center near the registration and exhibit headquarters in the Civic Auditorium.

The official count showed that 12,174 persons registered at the San Francisco convention.

February 22

Opening Vesper Services were held in two sections. The speaker at the War Memorial Opera House was The Reverend Bruce R. Baxter, Resident Bishop of The Methodist Church at Portland, Oregon. President W. Howard Pillsbury presided. At the Congregational Methodist Temple, the address was delivered by Dean Louis A. Pechstein of the Teachers College at the University of Cincinnati, with Superintendent Milton C. Potter of Milwaukee, Wisconsin, presiding.

A concert of Pan American music by the San Francisco public schools was presented on Sunday evening. The concert closed with an inspiring rendition of Chadwick's "Land of Our Hearts." The huge stage of the War Memorial Opera House was scarcely large enough to accommodate the chorus and orchestra required for the presentation of this cantata. Commenting on this program, President Pillsbury said: "Young America sings tonight. It sings to create an appreciation of the music native to

the peoples of the Americas. It sings to express their cultures, their ideals, and their attitudes. It sings to build subtle but powerful bonds of understanding. It sings under the able direction of Charles M. Dennis, director of music for the San Francisco schools, on whom has rested the task of providing the music for the entire convention. His has been the responsibility, and to him goes the credit."

February 23

"Education for a Free People" was the convention theme selected by President Pillsbury. At the general session on Monday morning, three members of the Educational Policies Commission pointed out in convincing fashion what the schools ought to do in the present emergency, thus setting the keynote of the entire convention on a high plane. As this session opened, the audience which filled the beautiful Fox Theatre to capacity was greeted by a welcome with flowers. Wee Chinese girls in native costume tripped from the stage and, with meticulous care, saw to it that every visitor had a gardenia.

Ten well-attended group meetings of the American Association of School Administrators on Monday afternoon were followed by a special feature entitled "This Is My Land"—interesting glimpses of the Golden West, presented for thirty minutes by students of the George Washington High School in San Francisco.

On Monday evening the Oakland public schools presented a patriotic revue entitled "Listen, Mr. Speaker," written by Jean Byers with music by Muriel Olofson Ewing. The production was under the direction of Beatrice B. Burnett of Fremont High School. The curtain rises on a candidate for political office who is speaking to a crowd of American citizens gathered at a public place. Altho the people have come with patriotic fervor to have their faith in men and America renewed, they find the empty harangue of the selfish office-seeker uninspiring and dull. They soon lose interest and drift away. Only a family of four, named Smith, remains, hoping to get a message of some sort. When it fails to come, they too start to leave but are detained by two reporters and a photographer who interview them in order to find out what Americans want to hear. The result is a series of stories and pictures on American music, the sanctity of American homes, our heritage of courageous heroes, and the physical characteristics of the country that give spiritual inspiration to its people.

February 24

At the business meeting on Tuesday morning, nominations for officers were as follows: For second vicepresident, Charles H. Lake, superintendent of schools, Cleveland, Ohio. For member of the Executive Committee for four years, H. H. Eelkema, superintendent of schools, Duluth, Minnesota; and Worth McClure, superintendent of schools, Seattle, Washington.

On Tuesday evening the members of the American Association of School Administrators and of the National Education Association were guests of the Associated Exhibitors at a program in the War Memorial Opera House. President H. C. Grubbs of the Associated Exhibitors presented the American Education Award to Robert Andrews Millikan, chairman of the Executive Council of the California Institute of Technology. The National Broadcasting Company Symphony Orchestra, under the direction of Ricardo, provided the music. The final feature of the program was "The Milestone Cavalcade," a spectacular revue of California's best loved entertainment thru the years, with music, dancing, humor, and impersonations by artists of stage, screen, and radio.

February 25

"Health in Schools" was the theme of the Wednesday morning program at the Fox Theatre. Superintendent John L. Bracken of Clayton, Missouri, chairman of the commission which prepared the 1942 yearbook on this topic, presided. Members of the commission were platform guests. Superintendent Worth McClure of Seattle, Washington, officially accepted the yearbook on behalf of the Association. There followed two notable addresses. Chancellor Ray Lyman Wilbur of Stanford University vigorously discussed health and national defense; and Mrs. Willie Snow Ethridge of Louisville, Kentucky, in delightful fashion talked about health and the home.

At the same hour, in the War Memorial Opera House, the Columbia Broadcasting System sponsored a demonstration of the "School of the Air of the Americas," which included a colorful dramatization in costume from the radio broadcast series, "New Horizons."

Following the afternoon discussion groups, Chinese children of the Oakland public schools charmed a capacity audience in the auditorium of the Veterans' Building with the soft music of their song bells.

February 26

On Thursday morning the report of the Committee on Resolutions was presented by Superintendent James M. Spinning of Rochester, New York. It was accepted without amendment. The resolutions are printed in full in this report.

Superintendent John W. Dodd of Freeport, New York, as chairman of the Board of Tellers, reported the election of Homer W. Anderson, superintendent of schools, St. Louis, Missouri, as president for the year beginning March 15, 1942; Charles H. Lake, superintendent of schools, Cleveland, Ohio, as second vicepresident for one year; and Worth McClure, superintendent of schools, Seattle, Washington, as a member of the Executive Committee for four years.

Superintendent E. E. Oberholtzer of Houston, Texas, presented to President W. Howard Pillsbury a past-president's key as a token of appreciation for his services.

A seminar on youth problems was held on the afternoons of Monday and Tuesday. At the final session on Thursday afternoon, five members of the seminar addressed the convention. Their topics were selected in fields discussed in the seminar. The addresses are printed in full elsewhere in this report.

At the Thursday afternoon session there was distributed a 32-page booklet which gave a complete official summarization of the general sessions, discussion groups, and other convention activities. This summary was prepared by a committee of about thirty educators. Dean Henry H. Hill of the University of Kentucky was chairman of the committee, and Director Frank W. Hubbard of the Research Division of the National Education Association was secretary. Copies of the summary were mailed from San Francisco immediately after the convention to all members of the American Association of School Administrators.

It is customary for those extending convention invitations to promise active membership campaigns in the state where the convention is to be held. California followed this custom and set its mark at one thousand members, which was more than double the number in any other state. As the war clouds thickened few, if any, expected that the goal would be reached. At the close of the convention in San Francisco, however, it was announced that the registration figures of the American Association of School Administrators showed 1214 paid members in the state of California. A large part of the credit for the brilliant outcome of this campaign is due to County Superintendent Pansy Jewett Abbott of Redwood City, California, who was state enrolment chairman.

SHERWOOD D. SHANKLAND
Executive Secretary

BEHIND THE CONFLICT IN THE PACIFIC

WALTER H. JUDD, PHYSICIAN; SUPERINTENDENT OF HOSPITALS IN CHINA
—SOUTH CHINA, 1925-31, NORTH CHINA, 1934-38—OUTSTANDING
AUTHORITY ON THE ORIENT, MINNEAPOLIS, MINN.

(This speech was given before the Eighth General Session, Section A, Wednesday evening, February 25, at the convention of the American Association of School Administrators at San Francisco. It was also given before the Second General Session, Monday, June 29, at the convention of the National Education Association in Denver.)

If we who have been privileged to live some years in the Far East have any special contribution to offer to America's thinking in a time like this, it is, I believe, primarily at this point—that we have had the chance to come to know something of the psychology of the peoples who live there.

In the wave of debunking and disillusionment and cynicism which swept over America after the last war it became popular in many quarters to try to explain all the behavior and the motivations of human beings by the simple device of dividing them into "have's" and "have not's." While de-

nouncing communism by name, millions of Americans nevertheless took over, without knowing it, Karl Marx' basic thesis, namely, that no man or group or nation ever acted except on the basis of what he or it expected to get in immediate material gain.

It was assumed that if we knew how many people lived in a square mile, how many bushels of rice they had, how many oil wells, tons of coal and iron, how many warships and merchantmen, how many miles it was from this port to that, and so forth, then we would know all that was important and we could pretty well predict what the people would do and could plan accordingly. So oversimplified a theory came from the naive notion that all peoples would, of course, do in a given situation what we think we would do.

When our State Department gave America's terms and proposals for a Pacific settlement to Japan in November 1941, it was a most astonishing document from the standpoint of any one who knows the Orient. It showed irrefutably how it was enormously to Japan's interest to leave the Axis and come along with the democracies; how Japan's economy fitted in all along the way with ours and not with Germany's and Italy's. In addition, it promised Japan great economic concessions. It offered huge loans to help Japan carry out rehabilitation and to shift back from a war to a peace economy. It offered to let her silk come into our country permanently on the "duty free" list. It marshaled all the arguments that appealed to us. It assumed they would, therefore, appeal with equal cogency to the Japanese. It judged the Orientals by ourselves, a policy which was certain to lead into grave error.

The President and others have frequently reminded us that in order to understand this war we must study geography. Certainly that is important but we must know something beyond just the geography. We must know what conclusions the other people draw from their study of the same geography. Admiral Kimmel and General Short were sure, from their study of Pacific geography, that Japan could not attack Pearl Harbor by air. That is, they were sure the United States General Staff would never attempt such a thing. They were sure the British would never attempt it. Therefore, they assumed that the Japanese would not or could not attempt it. That was the fatal blunder; and it came from lack of knowledge of the peoples with whom we are dealing. We have stubbed our toes politically and diplomatically at this point more than at any other.

Co-equal in value with any set of catalogable facts is a knowledge of the psychology of the people who are going to use those facts. In the Far East psychological factors are usually dominant over economic factors. The dollar may be God Almighty to most Americans; but there are some people in the world for whom the dollar is not God Almighty. There are some people in the world who still have spirit, and the Japanese are among them. The Chinese are among them, and the Indians are among them. We have to know more about them than the figures and facts to be gleaned from the *Atlas* or the *World Almanac* or Department of Commerce reports.

That knowledge can come only from people who have lived long and intimately with Orientals in their own lands.

Approaching the conflict in the Far East primarily from this point of view I want to examine the situation with you exactly as we doctors examine the body of a patient at the autopsy table. We may have been perfectly convinced, on the basis of our examinations and analysis of symptoms, that the trouble was in the pancreas. We may have called in expert consultants, most of whom agreed that the trouble was in the pancreas. We may even have had a propaganda committee to convince the relatives that the trouble was in the pancreas. But if, when the body is opened up, the trouble turns out to have been in the liver, then it does not make any difference whether we are Republicans or Democrats, *it was in the liver!*

Just so, it does not make any difference what we thought in 1919 about Woodrow Wilson's League of Nations; or in 1931 about Henry L. Stimson's attempt to stop, by economic means, Japan's expansion into Manchuria, the first assault upon the peace machinery which was all there was to show for the lives of ten millions of men; or what we thought of Franklin D. Roosevelt's "quarantine" speech in Chicago in October 1937, which the autopsy reveals was America's last chance to keep out of war; or what we thought about the Neutrality Act or Lend-Lease during the last few years. The events beginning with Pearl Harbor make unmistakably clear to the last American, if he will but open his eyes, that the trouble all along has been "in the liver." It will be almost impossible to win this war or hope to make a decent peace after it unless we come to know the peoples with whom we are dealing; not what we wish they thought or what we think we would think if we were in their position, but solely on the basis of what they actually do think and what they actually do want.

The autopsy reveals that the two major factors that have led to our present desperate situation, the most critical in the whole history of our nation, are these: first, the way the Japanese military clique has been able to persuade the Japanese people, against the wishes of millions of them, to take as its way of trying to solve Japan's problems as it saw them. The second, and equally important, was the inability thru ten long years of the so-called free, democratic, peace-loving nations in the world to do anything effective about those lawless actions of Japan's military other than to condemn them in words while continuing by and large to support them in deeds, or at least to acquiesce in them.

Let us examine these. First, What are the problems that the Japanese military has always said it must take China in order to solve? They were given as five: (a) alleged overpopulation in Japan; (b) lack of raw materials and markets for Japan; (c) disorder and civil war in China (Japan must go in and clean that mess up so she and the Chinese and all of us could be happy); (d) necessity of stopping the spread of communism in China and in all of Asia; and (e) the desire to liberate China and eventually all the colored peoples of the world from the white man's imperialism.

Now that was an impressive list; but we needed to examine it. We had to ask two questions. First, Are those real problems for Japan at all? Were they ever real problems for Japan? Are they likely to be in any foreseeable future? Because if they are not, then obviously the suggested solution was never needed. Second, if they are real problems for Japan, or are likely to be in a foreseeable future, did we ever have the right to believe that she would be able to solve them just by taking China, or the Philippines, or Malaysia, or the Dutch East Indies, or India?

Look at them one by one—first, overpopulation. We Americans have observed that Japan has a little more than half as many people as we have in the whole United States. They live in an area only about the size of California. Only one acre out of five or six will grow anything on it. We, therefore, promptly concluded that Japan must be overpopulated. But, of course, that does not necessarily follow. There are areas in the desert where one man per square mile is seriously overpopulated; and there are other areas where as many as two hundred per square mile is not overpopulated. Population pressure does not come just from gross numbers. It comes primarily from these two factors—food supply and labor supply. Judged by these two criteria Japan has never been overpopulated, she is not now, and she will not be for at least forty more years, even if able to maintain during the next forty years as rapid a rate of population increase as during the last half century. I think there is not a single student of human biology in the world who believes she can possibly maintain indefinitely so rapid a rate of increase.

In the first place Japan had adequate food supply—until she went to war. She was not like Germany. Hitler said three years ago that Germany must export or starve, which was true because Germany was able to produce within her own boundaries only about 80 percent of the food her people needed. Japan did not have to export or starve; she had to export or not be able to make war on her neighbors! She had rice, fish, and vegetables to feed herself as long as she was willing to stay at peace.

There is a food shortage in Japan now, but it is not because it is impossible for the Japanese to get enough food out of the land and sea. The chief reason for it is because they took over 6,000,000 of their men out of agriculture and fishing and put them into uniform or into the factories supplying the men in uniform, where they consumed without producing. For instance, Japan's food production index, taking the years 1931 to 1933 as a normal base of one hundred, had risen in 1937 to 112; but in the first six months of 1941 it had dropped to 74. Even America would almost have a food shortage if its food production dropped a third in four years. Japan's people are on reduced rations only because its military forced them to abandon food production in order to start killing other people. If that military clique were willing to take an attitude of normal trade and neighborliness toward the rest of the world instead of an attitude of conquest there would not be, now or in any near future, a problem of food supply for Japan.

In the second place, are there or have there ever been teeming millions of unemployed in Japan who simply had to have some place to go in order

for them to get work to do to hold body and soul together? No. Japan has never had any unemployment problem. When most of the rest of the world was staggering under its unemployment, Japan had an acute labor shortage. And not just since her war boom began. She has had a labor shortage all this century, has imported an average of more than fifty thousand Chinese and Korean laborers each year. You can hardly maintain that Japan is overpopulated when there are not enough Japanese in Japan to do the work that there is to do there every day, even tho millions of women do men's work.

However, that is a temporary situation and we cannot leave it just there. Japan has had a labor shortage because she has been in the midst of a rapid industrialization, such as we went thru last century when we were rapidly industrializing and expanding over most of this continent. We did not have enough labor. So out on the West Coast we imported Chinese laborers to help build the western end of some of the transcontinental railways. In the East we imported millions of European laborers to help build the steel mills, skyscrapers, and great industries there. Then when we got thru with our rapid industrialization and straightened out, in the late 'twenties, on to a sort of plateau, we did not need so many unskilled laborers, and millions of them had to join the WPA or other relief agencies.

That day will come for Japan too unless she has large areas elsewhere to develop, because industrialization within Japan is nearing completion. The point I wish to make is this: if and when population pressure does become a real problem for Japan, did we have a right to believe she could solve it by taking China or all of East Asia? No, and for three main reasons. First, there are too many people there already. After all, East Asia is not a vacant place!

Second, the climate is too difficult in the only thinly occupied parts of East Asia, which are in Manchuria and Mongolia and to which the Japanese have had free access ever since the Russo-Japanese War. The Japanese government has tried to persuade its people to migrate to those areas, not because it wanted to get them out of Japan but because it wanted to get a large Japanese population there just as Spain wanted Spaniards to settle this hemisphere and France wanted Frenchmen, and so forth, in order to get a dominant colonial population. The Japanese government offered a bonus of 1000 yen per family, free transportation, and all sorts of inducements to get them to go to Manchuria; but in thirty-five years it could not persuade a microscopic percentage of the Japanese to leave their homeland which was warm, green, moist, mountainous, wooded, and attractive, and move over into Manchuria and Mongolia, where it was cold, flat, barren, and the wind blew in the dust from the Gobi Desert. The material gain to be derived from occupying and developing a potentially rich area, which was the dominant motive in persuading many of our forefathers to leave their homes in Europe to settle in America, was not enough to persuade the Japanese to leave their beloved homeland where they had work to do and food to eat and their families lived.

The third and decisive reason is this: The Japanese have never been able to colonize successfully on the continent of Asia because they could not compete man for man with the Chinese who were already there. The Japanese can colonize in our country, in Australia, or in Brazil, because they have a lower standard of living than we. They can outwork and undereat the white man. But they have never been able to colonize in China because the Chinese can outwork and undereat them or anybody else for that matter.

What does Japan want? What has she been after all these years in China, if taking it does not solve her problem? Why does a man, when he gets a hit in baseball, run to first base? That, too, does not solve his problem. He runs there not because it gives him a score but only because he has to go to first base in order to get to second base, in order to get to third, in order to get home. If he gets clear to third base and is unable to get home, his efforts are all wasted.

Now, China was only first base for Japan; as a matter of fact that is all Japan's military ever claimed. It had to have China's manpower to run its munition factories so Japan's manpower could go to war, even as Hitler uses the Frenchmen and Poles and Czechs to run his factories while the German men put on uniforms and go to battle. Japan had to have China's resources, China's potential airfields, China's protected position on the continent as first base from which to proceed to second and third and then home.

What were they? The Japanese Army and Navy engaged in a bitter feud all this century as to which was to be second base and which was to be third. The Japanese Army said "continental expansion" was second base. East Asia is surrounded by almost impassable natural barriers: Himalaya Mountains, Tibetan Plateau, Gobi Desert, and frozen Siberian forests. There was only one gap thru which a modern army could come into East Asia by land—between the Gobi Desert and Lake Baikal. Japan now has her northern armies maintaining a line over two thousand miles long across North Manchuria and Mongolia. If she could push the Russians back to Lake Baikal and then build strong fortifications across that gap she would have all of East Asia in her pocket, almost secure from any possible land attack, second base!

Then the Japanese Navy could go to third base, what it called "oceanic expansion"—the Dutch, British, French, and American possessions in the whole western half of the Pacific, from Alaska thru Hawaii to Australia and New Zealand. The Japanese Navy had always wanted to carry out the oceanic expansion first and attack Siberia later. The Japanese Army, however, had been dominant until the present European war broke out. That forced the other two great naval powers in the world, Britain and America, to focus their attention on the North Atlantic and gave the Japanese Navy what it officially announced as its golden opportunity.

The French Empire had fallen apart, the Dutch homeland was occupied, England was fighting for her very life with her back to the wall, and the Americans were still on a joyride and didn't know what it was all about.

This was the moment for which the Japanese Navy had been waiting and preparing for decades.

It is interesting to observe how considerate the aggressors have been in giving repeated notice to their intended victims. Mr. Hitler went to the trouble of writing a lengthy book in which he announced his plans in detail, and made it required reading so that everybody would be sure to know what he planned to do. Most people laughed. What could "Charlie Chaplain" do to them? They are finding out. That was their mistake, not his.

And the Japanese announced, not less than twenty years ago but just three hundred and fifty years ago, what their plans were and the exact sequence which the program of world conquest was to follow, and is following. Japanese military strategy has not departed a hair's breadth from the original program as announced by Hideyoshi in 1592. Yet Americans simply could not or would not consider it seriously.

Most of our diplomats, columnists, and radio commentators were trained in European affairs. The history they knew was European. They kept our attention centered on Europe. The Orient was far away and unreal and seemingly of no great concern. Japan played skilfully upon our preoccupation with Europe to keep our eyes turned away from the Pacific. Her "peace" emissary, Mr. Kurusu, asked on his arrival: "Why is America so warlike? Do Americans want to fight a war on two fronts? Japan wants only peace. You have your hands full in the Atlantic. Why should you stir up trouble (sic!) in the Pacific?"

So we were told by many of our pseudoprophets: "Forget about the Far East. Concentrate on Europe. Finish off Hitler, and Japan will fold up by herself." Nobody yet has explained just how Japan will fold up by herself, even if Hitler is finished off, especially if she succeeds in getting hold of all or most of the Southwestern Pacific, toward which she has been taking such strides, and perhaps forces India and even China to capitulate.

Most Americans swallowed her propaganda and as a result last summer we split our Pacific fleet. It was not reported in our papers, but the Japanese papers announced it promptly, giving the names of the vessels which left the Hawaiian Islands for the Atlantic. Doubtless that week the decisions were made in Tokio which eventuated in Pearl Harbor. At last they had persuaded us to look the other way and to believe all we needed to do was to stall Japan along, that they were just an insignificant stooge of Hitler's.

The President even as late as August openly boasted that he had successfully stalled Japan off from going South for two years. I hope he knows now that it was not he who stalled Japan off. It was Japan who successfully stalled us off; kept us from acting when we had all the aces and Japan had nothing but deuces; wheedled us along until we had given her a good many of our aces and helped her get bases in China and even in Indo-China so that she had her forces on three sides of ours in the Philippines.

When Japan sank the "Panay," for example, was when we who lived in the Far East wanted America to act to resist Japanese aggression. All she needed to do then was to stop financing Japan's expansion thru American purchases of her goods and to stop the sale and shipment of indispensable

war materials and machines which alone enabled the Japanese to arm so that they could attack China—and us. We out there did not pretend to be any smarter than Americans at home. It was merely that we were on the ground; we saw. We did not like the situation any more than anyone else did. We had not created it; but we were American citizens and we were under obligation to report it. But Americans at home preferred their pipe dreams to realistic facing of hard facts, preferred to believe Japan's propaganda and that her taking China would somehow make money for us eventually. After all, money is the main thing, isn't it?

Japan angled her cheap prizes before our eyes and stalled us along until Hitler was ready with his packs of submarines and then she struck. She was able to befuddle us until she could get us into a squeeze play. We had talked much about our trying to avoid a squeeze play by yielding to Japan's demands; but surely anybody knew that the only way we could really avoid the squeeze play was to withdraw the teeth from one jaw when the other jaw was not yet ready to squeeze. We had ten years in which to draw the teeth from the Japanese jaw; instead, we armed it!

Japan cannot fight a modern war, no matter how valiant her soldiers, without airplanes and warships. They do not run without oil; and Japan had not one single good oil well. Almost every quart of the oil and gasoline with which she kills Americans, Dutch, and British came from Americans, Dutch, and British.

One of the most incredible events in all modern times, if not in all history, is that a nation could start out with nothing but a shoestring and a sense of mission and a will and make one of the greatest conquests in history, getting 85 percent of her war materials from three countries, all far stronger than Japan, except in will, and whose own interests in the Far East are being systematically destroyed by Japan's success which their assistance alone made possible!

So while Americans worried about Hitler, Japan made a deal with Mr. Stalin to keep off his back while he was busy in the West in return for his keeping off her back while she moved against the democracies.

Japan's original plan had been to take China as first base from which to proceed to conquer Eastern Siberia and Southeast Asia, in whichever order the events of the moment might dictate. But she found that direct attack on China failed. The Chinese were too tough. She found also that the white peoples were pretty soft; so she found it advisable to attack us and the British, French, and Dutch, as the best way to overcome China by shutting off the Burma Road and her other avenues of supplies from the South.

Americans lulled themselves to sleep with this type of argument: "Don't worry about Japan; she can't even lick the Chinese; and, of course, the Chinese can't fight; so what could Japan do with us?" There were two quite unjustified assumptions in that pseudosyllogism. First, that the Chinese cannot fight, and just where did anybody get that notion? Believe me, the Japanese know better. Second, that we Westerners could fight, and just where did anybody get that notion? By that I mean, how did anybody dare believe that we could take American boys out of college or factories

or off the farm with no physical or mental training in war psychology or technics and in two or three months convert them into hardened, equipped warriors capable of standing up against the seasoned veterans of Japan. That sort of wishful thinking meant slaughter of thousands of untrained, undersupplied American boys.

Many Americans maintained that nothing that happened in any foreign country could be any of our concern, that nobody could possibly endanger us, that anybody that tried to awaken Americans to see the dangers threatening us was merely an alarmist or a "war-monger." To which my answer was: When I tell a man that if he does not do something immediately about that cancer he is going to die, that does not mean that I am a "death-monger," that I *want* him to die. It is precisely because I do not want him to die that I plead with him to do something while it still can be controlled. Just so, when we warned America that if she did not stop building up Japan into a Frankenstein monster, it would inevitably lead to war with Japan, it was not that we were trying to get America into war with Japan. It was precisely because we did not want war with Japan—we knew what war with Japan is like—that we pled with Americans to stop selling war materials to Japan while she was still so weak and unprepared that economic measures could almost certainly control her; of all things not to *help* her conquer parts of Asia so she could get the bases from which to attack our own possessions.

The same Americans who argued that no nation could threaten America were usually those who proclaimed most loudly that if anybody ever did attack American soil they would rise as a man and smash the invader. But one was compelled to wonder with just what they would smash the invader, having waited until he was at our gates—their bare hands? That was to murder our own sons and brothers. /

In the midst of our present preoccupation with Japan's attempt to carry out her "oceanic expansion" first and speculation as to when she will start on the "continental expansion" thru Eastern Siberia, it is important to remember that her first objective must be and still is to knock China out. She cannot hope to hold, even if she succeeds in seizing second and third bases, until she has secured first base, China. That is why, when many are now so fearful lest she move from Java to Australia, it is certain that she will instead move first to Burma and as far into India as is necessary to shut off all lines of supplies to China.

Perhaps we are beginning to realize at last that the burning question for our country's security in the Pacific is not, and never has been, whether we, out of our generosity and magnanimity, are going to help the Chinese. The burning question for us today is, as it has been for ten years, *whether the Chinese are going to keep on helping us!* The Chinese have seen it all along, have told us again and again and again, but we were so cocksure in our own conceit that we could not believe *we* could ever need anything from anybody.

Suppose the Chinese were to say now, or to have said at any time in the last five years: "Let's have a China First Committee. Why are we pulling

America's and England's chestnuts out of the fire? Why are we having our cities laid waste, our women raped, our children carried away, our boys killed? (I have yet to see a Chinese mother suffer any less when she sends her boy to war than an American mother suffers when she sends her son.) We Chinese want peace. Then why not negotiate a peace with Japan? She has been eager for two years to negotiate a peace with us Chinese on fairly generous terms in order to free all her troops for moving against America. Well, why not let her fight it out with America? Probably America will defeat her eventually because of greater resources. If Japan is defeated by America she will crack open and we Chinese will get back our independence automatically. We have held the line for four and one-half years while America made the money. Why not let America hold the line for a while?"

Why not? The answer is, Chinese character. It is one of the two things (the other I shall mention later) that can perhaps save us in the Far East during the next critical months until we can get belatedly prepared. We cannot hold in the Pacific without China's magnificent resistance. Apparently they are beginning to realize this fact even in Washington! Witness the unbelievable spectacle of both houses of Congress voting unanimously to appropriate \$500,000,000 of American taxpayers' money to try and bribe China to fight until we can get ready in 1943. If it were not so pathetic it would be comical to see the great United States, which boasted so long and so arrogantly that it could live by itself alone, down on its knees, pleading, "Please, China, fight on and save us." I hope we Americans are becoming properly deflated, not because I want to have the world grin at our humiliation but just because we never should have so overflated ourselves.

A wise man in the Book of Proverbs said, "The fool rageth, and is confident." Unfortunately the largest measure of the overconfidence which we as a nation had, had no basis, I fear, except in our raging and big talk. He who indulges in that self-deception is a fool. If we are to pull thru this war, our confidence has got to be built on something truer and deeper and more stable than boasting.

No one likes to say such things as these about his own country. I have never yet liked to tell a man he had tuberculosis or cancer; but it is no kindness to him or to his friends and relatives to pretend he doesn't have it if he does. The one thing to be most afraid of is not to know what the situation is in time to deal with it before it gets completely out of control. Someone may say: "What is the use of dragging up these mistakes of yesterday, that is water that has gone over the dam. Let us get on with the business of winning the war." But any experienced physician knows that practically all the progress we have ever made in medicine came from humble study, at the autopsy table, of those mistakes in our examination or interpretation or management which led to the tragedy. We must try to find out how and why and where we went wrong, not in condemnation nor in recrimination nor in bitterness but in sack cloth and ashes.

To come back to the main thing. *If* the Japanese get China, *if* they get

all of Siberia east of Lake Baikal, *if* they get all of Malaysia, the Dutch East Indies, the Philippines, and India, they are still only on third base. They cannot possibly solve their eventual population problem until they get to home base. All their effort has been and will be of no avail unless they get there. And just where is home base? This is the point that most Americans seem never to have thought of.

Well, where did our ancestors go when they were overpopulated in Europe? Did they go to Asia? No, of course not. They came to this hemisphere, Australia, New Zealand, and South Africa. Where else could they go? And where else do you suppose Japan intends to go except to our hemisphere and these other areas?

We took this land away from the Indians because we thought we needed it more than they did and could use it to better advantage. Japan and Hitler are sure they need it more than we do, and can use it to better advantage. Hitler groaned, "If I only had the Ukraine." Japan looks at our waste and thinks if only *she* had this hemisphere, what couldn't she do with it? *She* could stop the squandering of natural resources. *She* could clean out racketeers in the labor movement, and profiteers in defense industries, and the farm bloc (or whoever it is that you are against). And I remind you that Japan has quite as much right to take it from us as we had to take it from the Indians.

I am always interested when I hear Americans say, as I have heard them say so frequently during the last ten years: "After all, Japan ought to have some more land so why isn't she entitled to a piece of China's territory?" Isn't it wonderful how generous we Americans are—with China's territory! The week before Pearl Harbor, Senator Nye was reported in newspapers as having declared our American war-mongers were trying to get us into war with Japan when all we needed to do to have peace with Japan was to consent to certain concessions for Japan in China. Now wasn't that generous of Senator Nye to try to get peace for America by giving part of China to Japan! I wondered why he didn't offer her North Dakota. The unbelievable thing is that after being on the Foreign Relations Committee of the United States Senate all these years, Senator Nye could still be so ignorant as to believe that all Japan was after was a few concessions in China. What he apparently even yet doesn't realize is that it *is* precisely North Dakota and other American states that Japan is after! And furthermore that she would have a good chance of getting it if all Americans persisted in being as blind to realities as the group he typifies has been.

My suggestion (because I live in Minnesota and not on this coast) is that we give the Pacific Coast to Japan—California, Oregon, Washington, and Alaska. She would rather have them than all of East Asia put together because it really would solve her problem; and I think there is some reason to believe Japan might be able to make something even out of California if we were to give it to her! But I have not heard any other American suggesting that as the solution.

Seriously, if we do not care to give up land which we do not need for our population, and which we stole, you remember, every foot of it, or

bought it knowing it was stolen property, then why should China be called upon to give up land she has occupied for six thousand years, and every square foot of which she does need for her great population and which she did not steal in the first place.

Population pressure has not been a problem for Japan yet, but it will be. All I am urging is that no American fool himself any longer with the naive notion that giving the Orient to Japan will solve the problem or that he can buy peace for America with other people's blood.

All the baseball strategy I ever heard of was based on the idea of trying to get the runner out at first or second or third base. Certainly no manager ever said it was "none of his business" until the runner was sliding for home. Yet the dominant American attitude was based on this mistaken philosophy: "Don't worry about the cancer down in the toe; let's wait and see whether or not it will proceed to the leg or the heart or the brain. Only if and when it gets to these places will it be enough of our concern to require our taking measures against it." That is a good analogy because the thing that is bad about a cancer is not its location or its size; it is the way it grows, the lawless way in which it encroaches on tissues that do not belong to it. That is the main thing wrong with what Germany and Japan are trying to do. They had genuine problems. The thing that is wrong is the malignant, lawless way in which they are encroaching on lands that do not belong to them as their way of trying to solve their problems.

The difference between the man who is alive and the man who is dead is determined by whether he takes measures against the cancer when it is still small, or waits until it is large enough for everyone to see. We doctors take a biopsy, as little as a cubic millimeter of tissue, to examine. If it is malignant, lawlessly spreading into other tissues, we do not have to examine every other cubic millimeter of the tumor. We know the whole thing is malignant and must be removed at once. To "wait and see" is not playing safe, the conservative policy; on the contrary, it is the most dangerous, the most radical policy.

Just so in dealing with the malignant aggressions spreading thruout our world. We saw what Hitler did to the Jews, Austrians, Czechs, and Poles, didn't we? That was our biopsy as to the nature of his movement. Did we have to wait until he was sinking ships off our coast, or has planes over our cities? Could it be malignant over there and benign when it spread to our hemisphere? We saw what Japan's military did to Korea and Formosa during the last four decades and to China step by step during the last ten years. Did we have to wait until it attacked the Philippines or Hawaii before we knew its character, in the meantime supplying it with money and materials without which it could not possibly have ever threatened us?

Secretary Hull, in his last interview with Mr. Kurusu, was reported to have said, "Never until today did I believe any nation could be guilty of such perfidy." One wonders what he did believe. Did he think that Japan's military could be guilty of such perfidy in its previous relations

with its neighbors and then suddenly become honorable and benevolent when dealing with the United States of America, just because that happens to be our country? When are we going to be done with the wishful thinking that has led one nation after another to its doom?

Population pressure is almost certain to become a problem for Japan eventually but the point we must reiterate is that encroachments on China and Southwest Asia cannot solve it. Somewhere along the line we have to resist that sort of lawlessness. The only question we have ever had with regard to it was not whether we would resist it or not; the only question was whether we would resist it early with economic measures or later with rivers of blood. We chose the rivers of blood. By our long irresoluteness and failure to face the situation realistically, our refusal to choose the non-military methods that were available to us for resisting Japan, we thereby chose the method of war. Let us not now cry about the things that inevitably resulted from our own drifting and indecision.

The second reason Japan has always given for her attempt to conquer her neighbors is lack of raw materials and markets. Now that is a real problem for Japan. She is volcanic in origin geologically. She does not have great beds of iron, coal, oil, and gas. To become a great nation Japan must have a steady flow of raw materials into her factories and a steady market for the output of those factories. That is granted. Nobody denies that is her basic problem. But it does not follow and never did follow that just because she does not have certain raw materials and needs them, the way to get them is to seize the areas in the world which do have them.

Despite our boasted self-sufficiency, there are a lot of raw materials we do not have. For example, we do not have tin and rubber. If there is a single country in the world that needs rubber more than any other, certainly it is ours. We simply must have it. How are we to get it? Was the way to send over our Army and Navy and seize the Dutch Indies and Malaysia? That would have been a way. We did not entertain the thought seriously because there was a far better way, namely, to sell our automobiles, radios, refrigerators, and other manufactured products to the Dutch East Indies and Malaysia in return for their tin and rubber. We prospered; so did they. Each had its needs satisfied. Everybody was happy. Now that way for solving her need for materials and markets was wide open for Japan. She has had full and free access to all the markets and materials of Asia on exactly the same basis as the rest of us, whenever she was willing to treat her neighbors decently. We postulated a world of peaceful trade and Japan's military did not. Its primary program was not one of friendly relations but one of military conquest. It was to her economic advantage to use the same methods we have used for satisfying our needs for foreign markets and materials; but for psychological reasons Japan's military preferred not normal trade with her neighbors but attempted seizure and complete domination of them.

Whenever our country has insisted on maintaining the Open Door in China we have not been asking any special privileges for ourselves. The

open door actually gave Japan all the odds. Her nearness to China and her cheap labor automatically gave her the inside track. We did not ask special advantages. We asked only the equality of opportunity Japan had promised in solemn treaties.

Chiang Kai-shek, the great leader of China, in his last plea to the Japanese people in the summer of 1937 not to follow their military into this mistaken attempt to solve Japan's genuine problems, said: "We Chinese are poor people. We have to buy cheap things. You Japanese make cheap things and you are our nearest neighbor. Why, you could have almost a monopoly of China's markets and materials if your military clique would just get out of your own businessmen's light. We Chinese need your technical assistance, your factories; and you can't prosper in the long run without our goodwill, our markets, and our materials. We want to trade with you. Our country's respective economies are not in competition; they complement each other at almost every point. It is to your advantage and ours. We want to be friends and trade with you, if only you will not try to destroy our freedom. We cannot surrender that." Surely it has not yet become wrong, has it, for a people to want to be free in its own native land?

I repeat, there have been no barriers to the fullest and freest access, for Japan, to all the markets and materials of the Far East, except one—Japan's military dream of conquest by the sword. If you doubt my word, may I suggest that you examine the testimony of some eminent Japanese. There was Baron Dan, the head of the Mitsui House, the greatest industrialist of modern Japan. He was assassinated by the military clique a few years ago because he had the foresight and the courage to warn his people that for its military to try to seize China by force of arms would not solve Japan's economic problems; it would aggravate them. There was Baron Takahashi, the great financial genius, minister of finance during three of Japan's worst economic crises. He, too, was assassinated by the self-appointed superpatriotic military clique because he said, "*That* is not the way to solve the problem."

You may say, "Did not Japan have to go South in order to get oil?" No, indeed. It was only when she went South that oil was shut off! Until she had advanced step by step thru China and Indo-China to the borders of Thailand, last summer, the great oil-producing companies of America, Britain, and Holland had vied with each other to sell Japan more and more and still more oil. We apparently wanted to be sure she would have enough. We didn't want a push-over! No, Japan did not have to carry out military expansion to get raw materials and markets. They were freely available to her until it became apparent to all but the blindest that her real purpose was to get, not trade, but political control over ever larger sections of the earth.

Her military has been possessed of that disease, which for want of a better name I sometimes call Alexander's Itch. There have been not a few men and nations suffering from it. The point is that never yet in the world's history has a man or a nation afflicted with this disease stopped until it was checked. Never can one stop until it is checked. We never had a choice

as to whether we would or would not check Japan. Our only choice was whether to check early or late—by the ounce for prevention by economic means, or by countless tons for attempted “cure” by war. We chose the latter.

Japan’s economic problem is real. The patient is sick and needs some medicine; but you do not run to the cupboard and grab the first bottle and pour it down his throat. You must get the right bottle. Seizing China was not the right bottle for Japan’s illness. Genuine problem but wrong solution.

Take the third problem—alleged disorderliness in China. Now disorder had been a problem in China but it had ceased to be until Japan’s Army went in and systematically re-created it. After the Chinese Revolution there was terrible disorder in China for twenty years. But that was not strange. Every great revolution in the world’s history has been followed by disorder. We had disorder for six or eight years after our Revolution while we were experimenting under the Articles of Confederation, gradually feeling our way into constitutional government. There was disorder in France, Russia, and Germany after their respective revolutions. The miracle was that China’s disorder lasted only about twenty years instead of fifty, as almost everyone expected would be the case because the problems in China were so much more gigantic and complicated.

Many Americans were worried in the 1940 election, and I think with considerable justification, as to what the effect upon America of a twelve-year dynasty might be. Yet China had been under one dynasty for 267 years and there was supposed to be no disorder after its collapse! Inevitably there was confusion and chaos.

When the Washington Disarmament Conference was called by us in 1921 and out of it a few months later came the Nine-Power Pact, three of the four main clauses of that pact had to do specifically with this problem of disorder in China. Let me quote them because they are short and most illuminating. In the first clause the nine nations, including Japan, solemnly promised “to respect the sovereignty, the independence, the territorial and the administrative integrity of China.” In the second clause they made it stronger. They all promised “to afford to China the fullest and most unembarrassed opportunity to develop and maintain for herself an effective and stable government.” In the fourth clause they made it still stronger. They all promised “to refrain from taking advantage of internal conditions in China to seek special rights and privileges that would abridge the rights and privileges of the nationals of the other friendly powers.”

That is, Japan, in 1922, specially promised *not* to use disorder in China as an excuse for going into China. In return for her promise we scrapped the two-ocean navy we had begun. That is why we are in a jam today in both oceans, because we are having to depend upon one navy to try to give us security in both.

Every responsible government must have plans and policies designed to give it security on all borders. America has four borders and so she has

had four main foreign policies. On the North, her policy was no arming of the border with Canada but settling all disputes by negotiation, mediation, or arbitration. On the East, no permanent entangling alliances in Europe. On the South, the Monroe Doctrine—no foreign systems or sovereignties getting a start in this hemisphere. On the West—because America did have a Pacific Coast as well as an Atlantic, even tho most people seemed to have forgotten it—the so-called open door policy in China.

Constantly one hears Americans say: "Why are we always so sentimental about China? Why are we always insisting upon an independent China? Why do we meddle in Asiatic affairs? Why don't we keep out of other people's business and mind our own business?" That kind of comment can come only from gross ignorance. It is based on the naive assumption that America's insistence upon an independent China was the result of some sort of sentimental altruism for China. But as a matter of cold fact our insistence on an independent China has always come from the most realistic and hard-headed concern for one country only, and the country was the United States of America. It has been clearly recognized by all our real statesmen for a half-century that the surest guarantee of America's security in the Pacific was to have there a strong, friendly, independent China. There are only two Pacific nations that could possibly threaten us—Japan and Russia. Neither of them could move one foot in our direction as long as in their rear or in their flank was a strong, friendly, independent China. You remember that it took Japan over four years, with our assistance, to push the Chinese back from the coast and almost destroy China's striking power against Japan's rear before she dared move against us.

As long as there was a strong, independent, friendly China we never had a Pacific navy, because we did not need a Pacific navy. Therefore, when Japan in 1922 agreed to let China stand while it worked out its own problems, America gave up her plans for a second-ocean navy. We scrapped over twenty vessels that had already been built toward that navy and still more that had been started. We gave up our plans to fortify the Philippines and Guam. That is why MacArthur's men are being killed today without a chance, like rats in a trap.

In addition to weakening ourselves in the Pacific we persuaded the Chinese to weaken themselves. They had Japan on her knees economically in 1922 by the only weapon they had—the boycott. At that time, Japan had not yet built up her merchant marine on the Seven Seas. Her economic base was not yet established on diversified markets thruout the world. She was far more dependent upon her nearest neighbor, China. China had victory over Japan in 1922 when we persuaded her to let Japan up. If we have meddled in the Far East, it was then, not now. China did not trust England, she did not trust France, most of all she did not trust Japan; but she did trust us. When *we* proposed, *we* persuaded, *we* advised—we who had been China's best friend during the decades, we who had helped save her from being dismembered in 1899, we who had returned the Boxer Indemnity, we who had intervened to prevent Japan's forcing the Twenty-One Demands on China in 1915—when *we* urged, China accepted and gave up her

boycott of Japan. That is, she exchanged her victory over Japan for a piece of paper, the Nine-Power Pact, because she thought surely the western nations had learned something from the last war and had really turned over a new leaf as they professed to have done.

To me this is the greatest single tragedy of all the many ghastly tragedies in our world, that the one nation that really believed in the brave, new technics of peace, which 10,000,000 men had given their lives to make possible, is being systematically destroyed, for her faith. I do not like that finding in the autopsy but there it is.

So it was clear that America had to have either a great navy in the Pacific or a strong, friendly China as the bulwark of our own security. And it was clear that of the two, an independent China was a surer guarantee of our security than a navy, especially if the navy should happen not to be on the alert!

A case could be made out that convinced most Americans that we ought to try to appease Japan, avoid trouble with her by yielding to her demands for the American materials necessary for her four-year assault on China. On the other hand a case could be made out for our disarming in the Pacific, saving the taxes that would have been necessary for building a second navy and fortifying the Philippines and Guam. But no mind that can add up two and two and get four can possibly make out a case for doing those two things at the same time. If we were going to help Japan destroy China as our bulwark, then we had to have a great navy. If we were not going to build a great navy, then we had to have an independent China. America ate her cake and still thought she had it. We gave up our Pacific armaments and then helped Japan destroy China. It would be incredible if it were not so tragically true.

In September 1939 I talked with the man in charge of the export division of the Los Angeles Chamber of Commerce. He said: "Why we are shipping \$60,000,000 worth of war materials a year to Japan thru Los Angeles Harbor alone. Do you think we are going to give up that business?" Well, the chickens are coming home to roost. Last night Los Angeles was blacked out, waiting for the scrap iron to come back—in American-designed planes using American lubricating oil and Los Angeles gasoline. I understand California is losing even more from the decline in tourist trade than she got from exporting war materials to Japan, to say nothing of selling out our honor and the lives of our children for a mess of pottage. I tried to tell him that for every nickel Americans were getting out of this trade it would cost them a hundred dollar bill to say nothing of lives. My only error was in not making it a thousand dollar bill. He was supposed to be a hard-hearted, practical businessman, and I the idealistic dreamer. As a matter of fact, history has proved he was the hopeless dreamer to imagine we could supply the gasoline to help gangsters burn down our neighbors' houses and then not have the gangsters set fire to our house too, whenever it becomes to their advantage and within their power to do so.

Disorder had been a problem to China but by 1931 Chiang Kai-shek and his wife came to the top and the disorder began to be resolved. I pause to

say a word about this man and his wife, because I can say more than Consul General Feng, in his Chinese politeness, could say. I think that without question they are going down among the few greatest leaders the human race has ever had. Sometimes I hear Americans saying, "Why doesn't China get any great leaders such as Washington or Lincoln?" With the deepest appreciation and respect and admiration for our great leaders, let me say that Washington's task, Lincoln's task, the task of the gentleman in the White House now and of the one in 10 Downing Street—they were all little afternoon tea parties compared to the task at which Chiang Kai-shek has been succeeding so amazingly. What is that task? It is essentially the same task that Moses had out in the wilderness for forty years on an infinitesimal scale, namely, making a nation out of a people, taking a great conglomeration of tribes and families that had cultural unity but no more, and welding them into a political organism, a nation, when they did not even have the word "nation" in their language. I measure my words when I say that no political leader in the history of the human race on this planet has yet tackled anything remotely approaching in sheer magnitude and complexity the job at which Chiang Kai-shek and his wife have been making so much progress during the last decade. Let no one think that China has no great leaders. She has some giants, but the job at which they are working makes anything we are facing look puny in comparison.

From 1932 to 1937 China, under their leadership, made as much progress in the arts of peace, in internal unification, in public transportation by air, by rail, by highways, and on the waterways, in public education, and in public health as any people in the world's history has ever made in a five-year period of time. Nobody even pretends to contradict that statement. We who had lived there and gotten in the habit of thinking the Chinese could not change could hardly believe our eyes.

Let me quote the Japanese themselves on it. The Japanese Chamber of Commerce in Shanghai, made up of Japanese doing business in China, sent an official memorandum to their government in March 1937, four months before Japan's military clique broke loose at Marco Polo Bridge, pleading with it to abandon the old iron-fisted military policy in favor of reconciliation and friendly cooperation with the new emerging China. They said in substance: "You are still assuming in Tokio that China is in Civil War and banditry, but we live here and we know that that is not the case. China has a stable government under modern, able, progressive leaders. She has a sound currency. She has resumed payments on her international loans. It is to our own Japanese interest to recognize frankly these changes and deal with China accordingly." But the military clique in Tokio would not listen to Japan's own businessmen on the ground in China. It had spent years working out plans for its military campaigns, and considerations of "honor" and prestige and glory required that they be carried thru.

China was on the march in one of the greatest renaissances of all history; and amazingly it is still going on in West China even in the midst

of a struggle for very existence. Something is happening there that is of enormous importance for all the world, the most nearly successful instance thus far of a people's getting the benefits of the industrial revolution without its evils. The Chinese have said: "The power machine is here to stay. It is of enormous usefulness. It can free man from much of his most grueling labor. But we observe that wherever the power machine was adopted in the Western world it brought with it the sweatshop, the slums, the strike, the lockout, the hatreds and bickerings and class warfare which have led to internal disintegration to the point where people have become willing to accept a dictatorship whether Communist, Fascist, or Nazi, in the belief that it would be the lesser evil. We Chinese want the advantages of the power machine, but not these disadvantages."

Out in West China, for the first time since the modern power machine was developed, it is being used in a planned way in China's cooperatives primarily for the benefit of all the people who manage and operate it and for the whole general public which consumes its products, rather than for just a minority which may be able to get ownership or control of it and from whose hands in the West it could never be wrested save by violence and industrial warfare. China is demonstrating once more her ability to sort out the wheat and discard the chaff.

Disorder had ceased to be a problem in all China and is not a problem in free China now, but in the parts of China that Japan's armies have invaded there is such calculated, cold-blooded, systematic destruction of anything resembling a decent society as no one has ever seen. For example (I use this one because you are workers in the field of education), the Japanese general in our area, when I was negotiating with him about trying to reopen in temporary quarters our own mission schools which they had shelled out of existence, said: "You Westerners are so sentimental! You don't use your heads; you just use your hearts. You Americans captured the Philippines; Great Britain captured India. Then what did you do? You promptly opened a lot of schools! Took the very people whom you were trying to subjugate (he judged us by themselves), taught them how to read and write, and then put into their hands the orations of Patrick Henry, William Pitt, and Edmund Burke, the Declaration of Independence, the speeches of Abraham Lincoln! That is, you gave them ideas of human freedom which they never had before. You yourselves developed in their minds these concepts of democracy and self-government which made them dissatisfied with being under your control. You trained native leaders so they could incite the people to rise up and throw you out. What did you do that for?"

Mr. Hitler closed the Czechoslovakian universities—for three years he said. But, of course, he will keep them closed forever if he can, or at least as long as there is one single Czech left with enough leadership and ability to try and regain for his people their freedom. A totalitarian system, by its very nature, cannot tolerate even one free mind, to say nothing of an institution like a university or a church whose very business it is to train and develop free minds and free spirits.

You will not find any higher education for Filipinos or for Chinese under Japan's rule. That would be sentimental folly. If their purpose is, as their Prime Minister announced at the beginning of the war, "to beat China to her knees until never again can there be any spirit of resistance," and if they are logical, not sentimental, then why should we expect them to do anything other than keep China utterly disorganized and broken? If they think it can be done most cheaply and permanently with opium and its more deadly derivative heroin, or by attacking China's homes, the center of her culture, thru assault on her women, then it would be criminal, from Japan's standpoint, not to use such methods.

The fourth alleged purpose of Japan is to stop the spread of communism in China and then in all of Asia. Communism had been a problem but it too had almost ceased to be until Japan's Army came in and re-created it, unintentionally this time. After the Chinese Revolution there were all sorts of imported conflicting solutions being offered for her difficulties. The dominant voice came from Chinese students who went home from American universities, saying, "The way is Western democracy." Other Chinese students came home from European military academies, particularly German, saying: "The only thing that counts in this world is power. The only language the rest of the world understands is cold steel. Don't trust any white man's word. Build up our armaments and a great self-sustaining industry." The great majority of Chinese did not listen to this advice because it was not in harmony with their traditional ways of thinking and they thought the white man too had really abandoned force as the main instrument of national policy, as he had pledged in solemn treaties. There were other Chinese students who had studied in Moscow. They said: "The way for China is communism. Capitalism may have been all right in the nineteenth century but not for the twentieth. This is the day of the airplane, the steamship, the radio. The world is so contracted that there simply is no longer any room for the old vertical barriers of intense nationalisms. The time has now come for the real cleavage, the inescapable, natural, horizontal cleavage within every country between the owners and the workers, the capitalists and the proletarians.

The older Chinese never did listen to the propaganda. They said: "We tried communism once for eighteen years back in the eleventh century under a man named Wang An-shih, and it didn't work, so why should we try it again?" But many of the younger Chinese accepted it because it seemed nothing could be as bad as what they already had. Just as some Frenchmen thought that maybe Hitler couldn't be any worse than Blum. They found out! And as you all have heard Americans say: "Talk about dictatorship! We don't believe that there is more of a dictatorship anywhere in the world than what we have right down there in Washington." The American who says that merely reveals how little he knows about what real dictatorship is. I only hope he will not have to learn by firsthand experience what dictatorship is like in Europe and Japan.

Just so, many Chinese students and many of their teachers, passionately

in love with their country, took up communism because it sounded good. It had a specific, concrete program with rosy promises. It appealed to their idealism and called for sacrifices rather than just offering material gain. Such a program is always more appealing to students. The Chinese Communists eventually gained at least an island of control within every province and complete control over about half of two southern provinces, Kiangsi and Fukien. I was working in Fukien during those years and was under their control in a sort of polite surveillance for eight months, from May until December 1930. I saw communism firsthand. There never was anything more destructive or bloodier in Moscow. After I was released and returned to this country because of bad health I was eventually transferred to North China. Oddly enough, the Communists four years later took a 6000-mile trek and landed in the very same part of North China to which I had gone. I saw them after as well as before. Some of them were now patients in our hospital. They had utterly changed. Perhaps they had not changed in their hearts; I cannot vouch for that. But their old program of communization, expropriation of all private property and redistribution among the laborers, destruction of all government buildings, records, and deeds, and killing of all former officials and religious workers, had been totally abandoned. Why? Because of anybody's arguments, anybody's persuasion? No. It had been abandoned because the Communists had run up against the hard fact that after the first flush of success they simply could not make any headway in getting more converts among the Chinese people.

The greatest bulwark in the world against communism is not Wall Street or the Bank of England, or Mr. Hitler, who would very much like us to believe that he is going to destroy communism for us and that therefore we should support him. The greatest bulwark against communism is an independent China. You could persuade Hoover, Ford, J. P. Morgan, and Winston Churchill to become Communists as easily as you could persuade a land-owning Chinese peasant whose ancestors had lived on one piece of land for centuries to take the only real tangible thing he has and dump it into a common pot just on the promise that up around the corner somewhere will be something better. Chinese do not go after will-o-the-wisps. A free China can never be made communistic. But by the same token a broken China, betrayed and deserted by her alleged friends until it was too late to save her life line, the Burma Road, encircled, dispossessed, disillusioned, cynical, and bitter about the white men who drank whiskies and sodas around the bars of the Orient while talking big words about the white man's supremacy, fiddling while Rome was burning—broken China is the soil and the only kind of soil in which communism can grow.

It had reached the end of its rope by 1937 when Japan's Army came along and, under the slogan of destroying it gave it a new lease on life, gave the Communists a chance to shift their party line (as they have done in other countries!) from "Down with Chiang Kai-shek! Down with the capitalists!" to "Down with the Japanese! Down with all aggressors!"

Today there are thousands of Chinese who are beginning to say: "We have no interest in the economic doctrines of Karl Marx. They are utterly

unsuited to our background. But we *are* interested in saving our country. That means we have to ally ourselves with whoever can really help, not by giving us fancy words but by deeds." I ask you frankly, just where can China turn for assistance today except to the Russians? Can we expect her to hold on till 1943 when we may be ready?

Communism had ceased to be a problem in China until Japan's Army unintentionally re-created it. China will go to the left only if Japan wins, if she has been enabled thru our assistance to get enough head start so she cannot be defeated without the sacrifice of so many thousands or millions of American lives and billions of dollars that some Americans will try once more to get peace for themselves with Chinese and Filipino blood. It would be only a Munich type of peace, time for Japan to consolidate her gains in Asia and prepare for a knockout blow on continental America; but Japan's whole adventure is a gamble that hers is the true estimate of American character, and that we are too much of a "spoiled baby" (her words) to be able to see it thru.

Fifth, Japan says she had to go into China to save the Chinese and eventually all the colored peoples in the world from the white man's imperialisms. She puts it this way: "Why should one-third of the people in the world, the white people, control ten-elevenths of the globe surface? Why should the one-third, who are white, control the two-thirds, whose skins are colored? Of all the colored races we Japanese are the most unified and efficient, the best organized. We alone have mastered modern science and engineering, modern warfare on land, on sea, and in the air. Therefore, it is our mission to lead the colored races to throw off the white man's yoke. This is what Heaven chose us for, twenty-six hundred and two years ago last February 11, when the son of the Sun Goddess was sent down to be the first Emperor of Japan. This is our rendezvous with destiny."

Americans talk about it being our mission to liberate the Dutch and Czechs and Jews and Poles and Greeks from Hitler's tyranny. Japan says that is a little thing compared to her mission of freeing two-thirds of all the people in all the world from the white man's imperialism. That is powerful propaganda. But it, too, needs to be examined. First, just what is the present status of the "white man's imperialism" in the Orient? Second, what happens to the allegedly oppressed when they are "liberated" by Japan?

As a matter of fact, the "white man's imperialism" was another of those things that had been a problem in China but had largely ceased to be. It was not, I think, because the white man had had a change of heart and suddenly became very moral. It had been largely abandoned because the white man was shrewd enough to see what the Japanese Chamber of Commerce in Shanghai saw, that it was good business in his own interest to change from the old strong-fisted imperialistic policy to a relatively benign policy of helping the new emerging nations to their feet and sharing in developing and satisfying the new markets.

There has been a lot of loose talk going around our country about this word "imperialism." We have been told in many quarters that all imperial-

isms are just alike. Who are we Americans to cast stones at other nations for their imperialism when we have been guilty of exactly the same thing ourselves? All imperialisms, whether German, Russian, French, Japanese, British, or American, are said to be just the same thing. I think it is true that all imperialisms are bad; but it is not and never was true that all imperialisms are *equally* bad. For any one to maintain that all imperialisms are alike just because they are all bad would be like a doctor saying that all diseases are alike just because they are all bad. It is true that a cancer and a wart are both bad. They are both epithelial tumors; but they are not alike! Most any of you would prefer to have a couple of warts, or even three, than to have one good full-blown cancer.

So, when it comes to this matter of imperialisms we should not sit in the armchair and spin theories, as we have been wont to do. We ought to go ask the people who know from firsthand experience. They can give the definitive answer. Ask the Danes, the Dutch, the Norwegians. They did not like British imperialism; but you could not persuade them today that British and German imperialisms are exactly the same thing—no choice between them. Go ask the Chinese and the Filipinos. They know plenty about the white man's imperialism. They have had a hundred years of it and they don't like it. But you will have a hard time finding one that would not prefer to have twenty-five years more of it in its present rather moderated and senile form than to have one more month of Japan's imperialism. Much as they dislike the frying pan, they would rather stay in it a little while longer, especially since it has become fairly cooled off, than to leave it for the only possible alternative, the red hot fire of Japan's imperialism. The Chinese say, "Japan claims she is coming to save us from the white man but she has a strange way of 'saving' us. She does us more harm in the first six months than the white man did in one hundred years!"

Japan's propagandists put the argument in attractive form. They say: "You Americans have an American Monroe Doctrine, America for the Americans; then why shouldn't we Asiatics have an Asiatic Monroe Doctrine, Asia for the Asiatics?" Now as far as I know there is not one single valid reason why there should not be an Asiatic Monroe Doctrine, Asia for the Asiatics. Every Asiatic with whom I am acquainted wants to have Asia for the Asiatics; but they do not want Asia for Japan! That is a very different thing.

What Japan does under the good name Monroe Doctrine is the very opposite of what we did under it. Our Monroe Doctrine was for the purpose of defending the small weak nations of this hemisphere against external aggressors or predatory powers. Every one of the American nations stands independent today. But what Japan does under her so-called Monroe Doctrine is to destroy one by one the weak nations of Asia, to bring them one by one under her complete military domination.

The point is that Japan could have led the colored races if she had been willing to lead them; but she cannot drive them. They would have gone with her in a minute, and still would today if she would give them something better than what they already have; if she would actually do for

them what she is always proclaiming she is going to do for them. But Japan's military has proved itself so incredibly stupid and so inept in its dealings with the other Asiatic peoples that it has incensed them even more than did the white man. I said at the outset that we had consistently stubbed our diplomatic toes in the Pacific primarily because we had failed or been unwilling to understand the psychologies of the Oriental peoples. Well, fortunately for us, Japan's military has understood them even less and has handled them even more antagonizingly than we have handled Japan. She could, if she would treat them decently, unite the colored races against us. That she will continue to blunder is almost our best hope, in addition to China's and Russia's resistance, that the dictators may be held off until we can eventually get ready for effective action.

Now why should Japan have failed so signally to capitalize on so ideal an opportunity? The explanation comes out of such factors as these, the real factors which have determined Japan's national psychology. First, the Japanese people are small of stature and, like so many people who are small of stature or have physical disabilities, they developed a terrific inferiority complex as they lived for centuries alongside the physically larger and more impressive Chinese, and in later years alongside the still larger white man.

Second, the Japanese have been singularly uncreative and unimaginative. They have not one single basic invention to their credit. They are one of the few peoples who never succeeded in inventing a way to write down that which they spoke; they had to take over the Chinese written language. Thus they compared most unfavorably thru the centuries with the Chinese, who are among the most creative and imaginative peoples in the world, and later with European and American peoples with their genius for inventions.

Third, nature was against the Japanese with its frequent earthquakes, volcanic eruptions, and typhoons. The Japanese have brooded over such factors as these until they developed a true persecution psychosis. They are the most moody, morbidly introspective, and self-pitying people in the world. Their suicide rate is several times higher than any other nation's.

What the world has suffered from people with inferiority complexes who subconsciously felt driven to conquer the world, not so much to show the world as to reassure themselves that they were not as inferior as they appeared to be! Japanese psychology needed to browbeat someone else to compensate for her feeling that she in turn had been browbeaten. This is the real goal that drives her on. It never was primarily population pressure, or economic needs, or disorder in China, or communism in China, or military threats to Japan. Those are the smoke screens, the rationalizations of the real reason which is psychological. We cannot deal intelligently with Japan until we get behind the externals to these things of the spirit, to what the Oriental calls "face."

You and I may think it preposterous for Japan to believe she is destined to rule the world. But what we think is neither here nor there. We have to deal with her on the basis of what she actually does believe. Was it not Francis Bacon who once said, "It is impossible to displace by reasoning processes ideas that were arrived at by other than reasoning processes."

Just so, it is impossible to reason with Japan about the folly of her present methods of trying to solve her problems, real and imaginary. The fact remains that her military believes in her "divine mission" with fanatical religious zeal. Japan will commit national suicide, if necessary, in the attempt to carry out that "mission."

In the summer of 1931 I was studying in the Imperial University in Tokio. One morning a Japanese professor said: "Future historians will attach a great deal more importance to the Russo-Japanese War than they do now. In a hundred years everyone in the world will recognize that the Russo-Japanese War was one of the greatest turning points, if not the single greatest turning point, in all human history." Why? Because it was the first time that white men fought one of the colored races and were turned back. Little, scorned, insignificant Japan, he thought, had reversed the whole current of human history. The death knell of the white man's dominance had been sounded. Japan had started the colored races on their upward climb; and it must be admitted she is still turning white men back. That is powerful medicine. No wonder it went to Japan's head.

The other day in the Senate Chamber Mr. Churchill growled, "What kind of people do the Japanese think we are?" To which the Japanese replied, under their breath: "What kind of people do you think we are? Did you think you could slap us and humiliate us and stigmatize us as inferior beings just because we have different pigment in our skin, and then not have us hate you and wait and prepare until the day came when we could strike back?" Three hundred and seventy-five million Indians are saying to England: "What kind of people do you think we are? Did you think you could refuse thru centuries to make real concessions to us until you are fighting for your very existence and then expect us to give our lives and fortunes to come to your rescue?" It is interesting to observe that England has controlled India for several hundred years and that now India controls England! If India goes in wholeheartedly with the Axis there is no possibility of the British Empire being able to survive the war. Thirteen million American Negroes are saying to us: "What kind of people do you think we are? Did you expect us to go out and sacrifice our lives to maintain a system which refuses even to give us jobs in the defense industries?"

The mills of the gods grind slowly but they grind exceedingly fine. The white man is about to reap in bloodshed what he sowed in arrogance. Perhaps we can understand what satisfaction the Japanese derived from witnessing Sir Mark Young, as a representative of the proud white men who had swaggered thru the Orient for so long, come down from the heights of Hong Kong, cross the ferry, and walk up as a humble supplicant before his Japanese conquerors in the grand ballroom in the Peninsular Hotel into which previously no Oriental had been privileged to set foot!

Perhaps a case could be made out for our passing an Exclusion Act. Certainly it could if we had put the exclusion on an economic basis, refusing entry to peoples whose standards of living were unduly lower than ours. There would have been no protest about that from any Orientals. But the Act puts it on the basis of race: "Non-Caucasians are ineligible for citizen-

ship." On the other hand, a case could perhaps be made out for making money out of selling Japan war materials to help build up her military strength. But no person who can add two and two and get four can possibly make out a case for doing those two things at the same time. If we are going to insult Japan and make her hate us, then we'd better not arm her; if we are going to arm her, then we'd better remove such insults as the Exclusion Act.

If a man walks up and slaps you in the face and calls you the vilest names he can think of, he doesn't hand you a gun at the same time! Or if he does, you know what's the matter with him; he is insane. Yet just this was the considered policy of 130,000,000 people in free America, boasting the finest press and radio service, greatest universities, largest number of organizations, columnists, and commentators discussing public problems. When it leads to national conduct that can be called nothing but insane, then one cannot avoid the conclusion that something has gone wrong somewhere in our educational processes.

Japan is in some respects like the man brought up on the wrong side of the tracks. He was born in the slums. He did not get a good break from the standpoint of economic opportunities. Society is partially responsible for his difficulties. You can understand how he came to develop a warped personality, a bitter antisocial attitude, and the determination to go out and "set the world right" by violence. But even tho you realize the responsibility of society for much of his criminal tendency, that does not mean that you can just turn him loose. While you are endeavoring to correct the situation which in some degree produced him, you still have to restrain him from unilateral, violent reorganization of society. On the other hand, while you are restraining him, you must still bend every effort to correct the situation which produced him. For twenty years we in America would not correct our own attitudes and actions which made Japan hate us so, and then made no effort to protect ourselves against Japanese resentment and wrath, in fact armed her so she could strike back with terrible power.

That brings me to the second major finding in our autopsy study, the second factor that has led our country into this predicament in the Pacific. First was the way the Japanese military clique was able to persuade or coerce the Japanese people to take as its way of trying to solve Japan's problems as it saw them. The other was the inability of the so-called peace-loving, democratic peoples to do anything effective about those lawless actions. We condemned them morally and then supported them economically. What Japan's military is doing is indeed utterly criminal, but what we have failed to do these twenty years is equally responsible.

If crime breaks out occasionally in a community, that is the fault of the criminal; but if crime breaks out habitually in a community, it is even more the fault of the good people in the community who are themselves relatively law-abiding but who are too busy or unconcerned or afraid to take the steps that would be necessary, in cooperation with their fellow citizens, to establish a local government of law and order that will take the necessary steps to prevent and control crime. In the winter of 1931-32

the whole future of the British Empire, perhaps even that of the whole democratic movement in our time, hung on England's decision with regard to Japan's seizure of Manchuria. Ten million men had given their lives to make possible the erection of machinery for solving disputes by other than brute force. This was its first main test. Certain American leaders, especially Henry L. Stimson, saw the issue and did their best even though being cursed as war-mongers by many other Americans. Almost all, even those who during the last decade said there are no methods "short of war," will admit today that if the European democracies had been willing to stand firmly with us then, it would have stopped Japan—which would have been about the kindest thing that ever happened to her as well as to the rest of the world.

America had not been willing to go into the League of Nations and give blanket commitment in advance; but when the first test came, we were there. It will be to our eternal credit. Millions of people in England saw clearly, too, but their leaders did not see or were too irresolute to act. They used such arguments as: "We are at the bottom of the worst depression in history. The pound has just gone off sterling. The country has been shaken by a great general strike. Millions are on the dole. If we stop selling the war materials to Japan that help her go into Manchuria it will put many people out of work in Birmingham and Liverpool. After all, we must think about our own people; we must be practical and realistic. Besides, Manchuria is so far away that nothing Japan does there can really endanger our British interests. And to shut off supplies might get us into war with Japan; and, of all things, we must keep England out of war." It all sounded so plausible. The danger of economic action against Japan seemed too great to England's peace and trade. As a matter of fact, even the blindest see now that the danger and cost of action then were infinitesimal compared to the danger and cost of not acting.

It was bad enough for England to take such a policy in 1931. It was infinitely worse for America to take exactly the same policy in 1937 when Japan's military juggernaut started to roll again. England had at last waked up, recognized that her bread was not buttered on the Japanese side. She was willing, at the Brussels Conference, to go just as far as America would go; but Americans, by and large, had by that time taken over for themselves the same fallacious arguments and excuses that Britain's Tories had used in 1931. So the democracies have been these two decades like a pair of balky horses. Whenever one lunged the other pulled back; never were they willing to pull together for the good of all. Prophet after prophet rose to warn us that it was "cooperation for peace or chaos in war." We would not cooperate for peace; now we have chaos in war. Could it have been anything else?

Instead of facing the realities of the world situation, America took refuge in certain shibboleths and clichés which sounded convincing. By saying them over often enough we persuaded ourselves that they were the truth. For example, it was common to excuse all our shortcomings by complaining that we had tried once to make a better world and look what a ghastly failure that war was. I never did subscribe to that view and I don't sub-

scribe to it today. Because, of course, it was not the last war that failed. To say that is careless diagnosis. The war succeeded in doing all anybody had a right to ask of it. It did not give us a new world of peace and order just as no war ever did or can; but it did check German aggression so that we had a chance to build that new world. We would not build it. That was the failure.

It is slander of our dead comrades to say that they failed in their task. They cannot sleep tonight in Flanders Field, that is true, but it is not because *they* failed. They did their part to the last full measure of devotion. They saved the torch and tossed it to us. We, at home, would not carry on. Instead of keeping faith with them and making valid their sacrifice by building the better world which their deeds had made possible, we abandoned the cause in our scramble for personal advantages and comforts and "security" for ourselves.

A war is like an emergency operation. A man comes in with a ruptured gastric ulcer; his condition is desperate. We operate, then work day and night to pull him thru the immediate crisis. But nobody has the right to expect the operation to make him into a saint if he were a rascal before. All the operation can do is to prolong his life and give him a chance to reform if he wants to. If the immediate crisis is overcome he still has to carry out a proper convalescence. If he goes out and eats and drinks everything under the sun, breaks all the laws of health, and comes back twenty years later with a recurrence of the ulcer, he cannot say that the operation was a terrible failure. Neither can anyone rightly lay the primary blame for our present difficulties on the operation of 1917-18. It was refusal to carry out a convalescence, to build a healthy world that was to blame.

The world still reels from the staggering blows it got back in 1919 as the result of the personal and petty animosities and political ambitions of certain Americans and their cliques which caused us to withdraw from our postwar responsibilities to help extend American principles of democracy to relations between nations. Like a blind Sampson, we pulled the temple of our own freedom down around our heads. Donald Nelson said last week that the year 1942 is the most crucial year in our whole history. As a matter of fact the *really* crucial year was 1919, and we lost it. The next was 1931, and we lost that too. The next crucial year was 1937, when Japan violated all her promises and again started against China. We lost that too. The next crucial year was 1941. The loss of that may prove to be irretrievable. We spent it in quarreling among ourselves—industry, labor, agriculture—as to who could gain most, while the Axis, working twenty-four hours a day, seven days a week, forged ahead into positions of almost insuperable advantage. Of course, 1942 is the crucial year that is left to us; and we can win it if we will. But it cannot be won by just more pronouncements and promises. It can be won only by demonstrations on the part of everyone of us *now*.

Japan would rather see our strikes and internal dissensions than the fall of Singapore. She can capture Singapore but she knows she cannot hold it if America goes to work. However, if Americans can be kept disunited,

Japan can have Burma, Vladivostok, and Alaska in her pocket before we wake up. I shall not be surprised to see attacks upon Alaska most any day now while we are still arguing whether to build the road to Alaska one hundred miles west or one hundred miles east. The Chamber of Commerce of Podunk is determined to see that it gets the hotdog stands and gas stations along the road, and not its competing city, Siwash! We are like a family arguing about what color to paint the front porch of the house when the back of the house is already ablaze. There won't be any front porch to paint if we don't get to moving fast in putting out the fire. We saw it happen in France. It was awful enough there. It is far less excusable or forgivable for us who have witnessed that horrible object lesson to go ahead and do the same thing ourselves. Private interest may be a proper pursuit in some times and seasons but it simply must go out the window when it conflicts with the whole nation's public welfare.

There have been only three types of security in the world's history. One was individual armaments. Every one of our forefathers on these plains or in these mountains carried a gun on his hip. It was the only kind of security he had but it was not adequate because two or more others could always gang up against him. So he went to the next stage, which was alliances, the "balance of power" system. The cattle rustlers and highwaymen were allied, so the decent people, even tho by no means perfect, had to get together to try to maintain as much order as possible. It was far from ideal. At times it led to perversions of justice, to vigilante groups, to lynch law. But on the whole it was a little ahead of just individual armaments which was anarchy. Then our forefathers went on to the third stage, which is usually termed "collective security." They perceived that for any man to get real security for his own family he had to help build a society with organized police force, operating under laws and courts, with public schools, public health control, and public sewerage. That would give safety and security to other men's families too. They learned the lesson of Cain, who was the first great isolationist. He said, "Am I my brother's keeper?" And all the verdicts of history thundered back to him and to every isolationist since: "Yes, you are your brother's keeper, if not out of morality or humanitarianism or a sense of brotherhood, then out of hard-headed concern for your own self-preservation, because if you do not help keep your brother you cannot keep yourself. He will eventually rise up and destroy you." Our generation refused to learn that lesson when it came to relations between nations.

For twenty years our country would not take any one of the three methods for gaining security. We would not go into alliances with those nations nearest us in ideals and institutions. We would not go into collective security. We calculated all the risks and costs of going in and failed to calculate the risks and costs of staying out. We magnified all the dangers of the League of Nations, which were there; but we did not estimate accurately the enormously greater dangers of trying to go it alone, which were also there. We strained out the hypothetical gnat of what might happen if

we went in, and swallowed the camel of what was certain to happen if we did not.

We would not go into alliances, would not go into collective security, and then gave up our armaments. That was to put the cart before the horse. Surely we do not think there is going to be a world in which there will be no aggressors. Surely we know that if we were to get rid of Mr. Hitler tomorrow, there will soon be somebody else with his glands out of order who thinks he is destined to conquer the world. Our problem is not to dream of a world without criminal aggressors. It is to get nonwar methods for controlling aggressors when they do arise. War is only one method of checking. If we really want to get rid of it, then we must get another and better method. It was because I wanted peace for my country that I pleaded for us to get another method before we disarmed, because to disarm without it was just like giving a hypodermic of morphine in a case of acute appendicitis. It gave a false sense of security, masked the symptoms, lulled us to sleep while the disease process went right ahead unchecked.

Surely we know that no one could possibly persuade us or any other free people to go to war or to bankrupt itself with armaments if it has some other method that would give it security. On the other hand, we were fools to believe any one could possibly keep us from going to war if we did not have some other method that looked as if it would preserve the values we had come to treasure.

That is, when we look at the autopsy, we see that most of our peace groups were trying to do these last two decades what a clear-headed thinker named Jesus had told us plainly could not be done. Ironically enough we usually tried to do it in His name. But He had told us that if we wanted to cast out a demon (and that is certainly a good thing to do. He asked His followers to do it, just as He spent much of His own ministry in casting out demons), then we must get some other inhabitant for the vacated house. If we left it empty, He warned us the demon would go out and get himself seven other demons and soon be back in the house, and the last end of the man would be worse than the first. We said, "Armaments are an evil demon; out with them." Then we put nothing in their place. As a result we got rid of less than ten billion dollars worth of armaments and are getting back over one hundred billion dollars worth as a starter, far more than seven to one! German militarism was certainly an evil demon so we cast it out. Then we would not cooperate in alternative methods to try to resolve Europe's and the world's conflicts. As a result, German militarism got itself not seven devils as yet but already three or four other devils and is back in the house, infinitely worse than it was in 1918. Our military leaders came to us saying: "We are bound by solemn oath to defend our country. The only method we know is the method of arms and if necessary war. We do not like this method any more than you do but we cannot abandon it until we have another one. What method will you advise?"

We replied, "Well, we won't go to war."

They said, "What will you do?"

We replied, "We won't go to war."

They said, "What will you do?"

We replied, "We won't go to war."

That blank refusal may solve the individual's problem with regard to war, but it simply does not solve society's problem. It abdicates the field to those who most certainly will go to war. It was like Pontius Pilate, who was the second great isolationist. He said: "These Jews (substitute "Europeans") are always fighting among themselves. Don't get mixed up in their eternal quarrels. It is a hopeless mess. Keep out of it. Let them stew in their own juice!" Of course he thought it was wrong that an innocent man should be killed. He wanted to keep his record clear on that point so he issued a moral pronouncement to show his condemnation of their act. He washed his hands in public to show that it was none of his business, that is, he passed a certain kind of neutrality act. But he did not thereby escape responsibility. Nineteen centuries of history have judged him guilty. He had power to stop a great tragedy but preferred instead to try to save just his own political skin. Just so, history is bound to judge us guilty. We had power to stop a great tragedy; instead we chose to help Japan destroy the sovereignty of a nation, China, whose sovereignty we were obligated by solemn treaty to respect.

People have frequently said that the world cannot stand another war. I think it can stand another war. I am dead sure, however, it cannot stand another peace like the last one, and it certainly cannot stand any possible "peace" that Japan or Germany can give us. There has to be defeat of the thing Japan's militarism and Germany's Hitlerism represent before there is any possibility of a decent peace. But we can get that defeat, as we did once before, and still not get the decent peace. I am utterly confident we can get the victory if we will, tho at terrific cost. It will be in vain, however, unless we go beyond the victory to carry our rightful share in building the new world. To develop an understanding of that larger problem is the matchless opportunity and sober responsibility you American educators have. You dare not fail.

When a man comes to a red light or a stop sign and does not stop, he probably gets by for a few times. Sooner or later, however, somebody hits him. He does not get out of the wreck, look around and say, "Now, how did this happen to me?" He knows perfectly well it was because he disobeyed the warnings, the laws of safe traffic. Just so, there have been red lights warning my country for twenty years: "Stop, America! Stop imagining you can sell without buying! Stop imagining the dictators can pay their labor two to twenty cents a day and you pay two to ten dollars a day for the same piece of work and still meet their competition! Stop imagining 80 percent or more of the world can be broken in human slavery and you coast along with full security and a steadily rising standard of living! Stop insulting people and then imagining they will not hate you and vow vengeance upon you! Stop!" We would not stop. We thought we were immune from the laws of community. We rode right by. Now we have the inevitable collision and millions of Americans are saying, "What is the

matter with God, that He should allow this thing to happen to us." Did we really expect that anything else could happen to us?

Frequently I have heard people say, "Wasn't it silly to try to make the world safe for democracy and freedom twenty-five years ago?" My answer is: No, it was not silly to try to save the world for freedom and democracy. We still have to save it. It was incredibly silly to think that just by licking the German kaiser we could save it. But the more that method by itself could not save the world for democracy, the more there was laid on us the necessity for finding a method that would make it safe for freedom and democracy. What kind of a physician would I be if I were to say, "I tried that method on the patient and he wasn't permanently cured, so wasn't it silly to try to save the patient?" and then go off and abandon the patient. No, the more that method didn't work, the more I must try to find a method that will work. I cannot abandon the patient. Just because the bath water is pretty dirty and needs changing does not mean you can throw out the baby. You still have to save the baby.

In our proper disillusionment regarding the method of war by itself, many Americans became disillusioned about the cause for which they fought it. That was one of the tragic errors of these past war years.

You see, the real difficulty isn't economic or political or social; the real stumbling block is in our minds. We are conditioned to making all sorts of sacrifices for war, but none for building peaceful technics. We have precedents for settling disputes by war but very few for establishing peace machinery. We will willingly give up billions in taxes, our automobiles, incomes, homes, families, life itself, for war, but will not consider the slightest dislocation of the even tenor of our comfortable ways for solving a dispute by nonmilitary methods. We could have stopped Japan's military with either our silk or our sons. There were no precedents for sacrificing silk, so we sacrifice our sons.

For example, I went to war once and everyone applauded. When I saw what was happening in the Far East and its significance to my own country and the whole world, I felt it my patriotic duty to give up my life work there and come home as a missionary to my own people. Even if I were only a voice crying in the wilderness, I still had to cry, trying to waken them to action while there was still time. And what was the result? Many of the same people who applauded the sacrifices for war in 1918 wanted to call in an alienist now to see what was wrong with my sanity, that I should give up my income and jeopardize my family's security for peace! We are accustomed to making any sacrifice for war technics; but we seem to think peace ought to come down like a little dove, circle around, and gently land on our shoulders for nothing, and maybe even pay us a little for the parking privileges.

We have been *against* war, but we have not been actively *for* peace. We have hated war, but we have not loved peace enough to work positively and constructively for it. Until we can blaze new trails, dig new grooves in the human mind, establish new precedents for settling disputes by nonmilitary

technics, there is no possible hope of our escaping periodic returns to the jungle of war.

I would rather talk to you tonight than to the United States Senate because there is so much more hope here. You are the ones that are dealing with the minds which are still fresh enough and unspoiled enough to permit such new trails to be blazed.

Some time ago I heard a man declaiming over the radio: "Don't worry about Hitler or the Japanese; they are just little flashes in the pan. Why since the days of Wilberforce and William Lloyd Garrison and Abraham Lincoln slavery has been abolished from the face of the earth forever." That kind of talk is another hypodermic of morphine. It is like saying: "Don't worry about the flood that threatens the city. Floods always do go down," or "Don't worry about that fire. Fires always burn out." Perfectly true, but what is left of the city when the flood has gone down or the fire has burned out? Or it is like saying: "Don't worry about that man who is about to murder your wife. If he keeps up that sort of thing he will come to no good end." True enough, but will that bring back your wife?

As a matter of fact, is there the slightest assurance that slavery has been abolished from the face of the earth forever? There have been 6000 years of slavery but only a few short-lived attempts at freedom. Our present one has lasted less than 200 years. Hitler and Japan believe, and a lot of history tends to support them, that freedom is the flash in the pan, that *it* is the departure from the "normal" of the masses of men being controlled by "superior races" or "leaders" rather than slavery being the departure from man's "normal" state of freedom. Surely we must admit that freedom and self-government are still in the experimental stage, still on trial, and will be so in every generation because of their very nature. They are like new-born babes struggling for breath in a world almost entirely hostile.

Did we imagine that evolution is a one-way street? That when men have risen because they were fit their descendants will automatically stay at the top even if they become unfit? No, it is not those whose grandfathers were fit, or who may themselves become fit in 1943 or 1944, but only those who are fit right now that survive or deserve to survive.

Abraham Lincoln understood so clearly the necessity for constant struggle if freedom is to be maintained. He stood at Gettysburg and said, "Four score and seven years ago our fathers brought forth upon this continent a new nation." He knew it was a brand new thing.

"Conceived in liberty"—How many times had that happened before?

"Dedicated to the proposition that all men are created equal"—When had that ever happened before?

"Now we are engaged in a great Civil War, testing whether that nation or any nation so conceived and so dedicated can long endure." It can start out. The people who have known slavery firsthand, who have come up out of the dungeon—they know what human freedom means. They will preserve it. But will their great, great grandchildren, brought up with silver spoons in their mouths and new automobiles every third year and no knowledge of any other kind of world than one of comfort and security,

will they understand what freedom means? Will they realize that not a single thing of all they have is worth a plugged nickel if freedom is gone? Can this new type of nation long endure?

Lincoln pulled it thru the crisis seventy-five years ago; but you and I are in a crisis infinitely more desperate. Can we pull it thru this one? I am dead sure we can, *if we will*. The still unanswered question is, Will we? I believe we will. But neither I nor anyone can be dead sure we will until we actually demonstrate. When I hear some people griping because they will not be able to get retreads so they can ride around on Sunday afternoons, I am compelled to wonder. It is we who are on trial as much as Hitler. We have to face the hard fact that we may not be able to pull thru, just as a doctor must face the possibility that the patient may not survive no matter how hard the doctor tries, because the patient would not come soon enough or would not follow advice while there was still time.

Shakespeare said, "There is a tide in the affairs of men which taken at the flood leads on to fortune." But no one can expect the tide to wait around ten years while America finishes up her spree. "Too late" does not lead on to fortune; it leads the other way.

Jesus came into His Holy City and wept over it. He loved it as you and I love our country. "Oh, Jerusalem, Jerusalem! you, who always slay your prophets and stone those who have been sent to warn you. How often I would fain have gathered your children as a hen gathers her brood under her wings; but you would not have it! Would that you too knew even today on what your peace depends! But no, it is hidden from you! A time is coming for you when your enemies will throw up ramparts round you and encircle you and besiege you on every side and raze you and your children within you to the ground, leaving not one stone upon another within you, and all because you would not understand the time of your visitation, the conditions of your own peace." It was too late. Jerusalem had dawdled too long.

Almost every week we doctors have patients who have waited too long. They thought the ailments did not amount to much or they were too busy or it was too much trouble to obey the laws of health. But even tho it may be nine to one against them, we do not refuse to try to save them. We do not quit. This is where I differed from Mr. Lindbergh. He argued that because the Axis had such an overwhelming head start in its arming we could not possibly catch up; therefore, we should not make the attempt but rather come to terms with the Axis nations, that is, go in with them! I agreed in large measure with his diagnosis that we were almost too late. But I disagreed utterly with his suggested treatment. Give up? Never. We do not have to be craven ourselves no matter how slim our chances of success may be. Besides, no one can be sure that there is no hope. As long as a patient has a death rattle we work on, because we know that sometimes when it looks blackest the miracle can be achieved and the patient brought back.

There never was a more hopeless cause than Washington's at Valley Forge. The country was full of traitors and fifth columnists and sincere appeasers and those who wanted to negotiate a peace, especially when England

in 1778 agreed to yield on practically all the points we complained about in the Declaration of Independence. Congress was full of factions. Graft was rampant in the war industries. Still Washington held on, until the international situation changed in his favor. France joined us against England and the tide was turned.

One day when things were blackest in our city in China, when the Japanese Army had descended on us with such confusion and violence as no one could ever have imagined, one of our Chinese leaders brought steadiness back to our minds when he said with the calmness born of centuries of experience and suffering, "They may be able to occupy our territory, but there is no way whereby they can occupy our hearts."

Kipling put it:

The tumult and the shouting dies,
The captains and the kings depart,
Still stands thine ancient sacrifice,
An humble and a contrite heart.

No one can really do anything to that kind of a steadfast heart.

Wherever a man over in conquered Europe is writing a "V" on a wall, wherever a Chinese student picks up his books or his old, bearded grandpa gathers a few family heirlooms and some rice and leaves the land where he was born to walk two thousand miles into the unknown West, just in order to be free, that man is demonstrating that his beloved China or his Holland or his Norway or his Greece can go down temporarily, yes, but he, Man, does not need to go down.

I am aware that, as the results of our country's foolish illusions and fatal delay, government of the people, by the people, and for the people, as you and I have known it and did not cherish it adequately, may perish from the earth within the next five years. But if, God forbid, that should happen, would that mean the end of the struggle for us? No, it would be only the beginning. We will just have to work all the harder, think all the straighter, and sacrifice all the more heroically.

I am sorry there is such a world as this. I am sorry that I by my default these years have helped in some degree to allow it to come to be. But inasmuch as there is such a world I am glad I live in it and have another chance to do better this time than I did before.

And I am glad I have children coming along. I know they may curse me, and I shall not blame them, for having turned over to them such a world. But I only hope that I can help them understand what my forefathers understood regarding the basic nature of God, and of man, and of the universe in which we live, and of human freedom, and of the essential dignity of every human personality, so that even if they have to start in a concentration camp as the result of my blunders they nevertheless will start and will continue to struggle up the long, hard road over which our forefathers struggled until, whether it takes two years or twenty years or two hundred years, they can win again for themselves and their children and for men's children everywhere the chance to be free.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

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The members of the Executive Committee are: Leon R. Meadows, president, East Carolina Teachers College, Greenville, N. C. (three years); W. W. Parker, president, Southeast Missouri State Teachers College, Cape Girardeau, Mo. (two years); W. J. McConnell, president, North Texas State Teachers College, Denton, Texas (one year).

The following are members of the Committee on Standards and Surveys: Walter E. Hager, president, Wilson Teachers College, Washington, D. C. (five years); William H. Vaughan, president, State Teachers College, Morehead, Ky. (four years); Paul V. Sangren, president, Western Michigan College of Education, Kalamazoo, Mich. (three years); A. L. Rowland, president, State Teachers College, Shippensburg, Pa. (two years); E. S. Evenden, professor of education, Teachers College, Columbia University, New York City (one year), *chairman*.

Members of the Committee on Accrediting and Classification are as follows: Leslie R. Gregory, president, State Teachers College, Fredonia, N. Y. (five years); F. E. Engleman, president, State Teachers College, New Haven, Conn. (four years); E. J. Ashbaugh, dean, School of Education, Miami University, Oxford, Ohio (three years); Grady Gammage, president, State Teachers College, Tempe, Ariz. (two years); G. W. Diemer, president, State Teachers College, Warrensburg, Mo. (one year), *chairman*.

YEARBOOK REPORTS SAN FRANCISCO MEETING

The Twenty-First Yearbook of the American Association of Teachers Colleges presents the speeches given at the twenty-sixth annual meeting in San Francisco in February 1942:

WHAT IS DEMOCRACY IN ADMINISTRATION?—Frank W. Thomas, president, Fresno State College, Fresno, Calif.

THE CONTRIBUTION OF OUR TEACHERS COLLEGES TO THE PROTECTION OF DEMOCRACY THRU EDUCATION—Alonzo F. Myers, professor of education, New York University.

NEW PLANT AND FACILITIES BEING DEVELOPED AT SAN FRANCISCO STATE COLLEGE—Alexander C. Roberts, president.

SERVICE AREAS FOR TEACHERS COLLEGES—Sheldon E. Davis, president, Montana State Normal College, Dillon, Mont.

AMERICAN EDUCATION AND THE WAR—George F. Zook, president, American Council on Education.

GROUP ACTION IN A SCHOOL SYSTEM—Harry P. Study, superintendent of schools, Springfield, Mo.

GROUP ACTION IN A STATE—M. W. Carothers, director, Division of Instruction, Department of Education, Tallahassee, Fla.

GROUP ACTION BY COLLEGE STAFFS IN THE COOPERATIVE STUDY OF TEACHER EDUCATION—W. Earl Armstrong, field coordinator, Commission on Teacher Education, American Council on Education.

BASIC PRINCIPLES OF GROUP ACTION—Karl W. Bigelow, director, Commission on Education, American Council on Education.

ROLE OF GROUP ACTION IN WARTIME—Edwin A. Lee, dean, School of Education, University of California at Los Angeles.

The yearbook also contains the report of the Committee on Standards and Surveys, the report of the Committee on Accrediting, the report of the secretary, minutes of the annual meeting, standards for accrediting, and a list of the accredited institutions. This yearbook may be found in the institutional library or may be obtained from the secretary, Charles W. Hunt, State Teachers College, Oneonta, New York.

REPORT OF THE STANDARDS COMMITTEE

In 1937 our Association approved a program for continuous studies looking toward the gradual revision of our standards with the purpose of making them more qualitative in character and more educative for the faculties and administrative staffs of member institutions. Since that time the Standards Committee has adopted a policy of studying various standards, particularly by the appointment of cooperative committees that work in close touch with the Standards Committee. I should like to point out that in this period there have been developed and adopted the Standards for Graduate Work, a new Standard VII (The Educational Program), and a new Standard XII (Appointment, Academic Freedom, and Tenure).

This year, as a result of three years of study, the committee is proposing a new Standard II (Admission, Selection, Guidance, and Placement). It seems worthwhile to review the process which has been involved in making this standard, as this process illustrates very well the manner in which the study of standards involves the total membership of our Association and becomes, therefore, more of an educative force than an accrediting procedure.

In 1939 a committee to study personnel work was appointed. After studying the problem, the committee issued in October 1939 a comprehensive questionnaire concerning personnel practices. Replies were received from 151 member institutions and were tabulated by the Research Division of the National Education Association. The detailed report of this tabulation consisted of approximately 65 pages of typewritten material, which thus constituted the raw material from which the committee could then continue its study.

In December 1939 the committee suffered the loss by death of its chairman, Dr. Townsend of Newark, and his place was taken by Dr. Martha Downs of Newark, who had worked closely with Dr. Townsend in formulating the original questionnaire for the committee. In February 1940 Dr. Downs submitted to the Association a progress report. Following the meeting a pamphlet of 4 mimeographed pages, summarizing briefly the work to date, was sent to all institutions.

In February 1941 a further report was submitted by Dr. Downs. An elaboration of this report, consisting of 19 pages of mimeographed material, was then sent to all institutions.

During the year 1941-42 the actual standard was prepared by the chairman of the committee, sent to all members of the committee and criticized, and then sent to all member institutions. It is interesting to note that replies concerning this standard were received from 62 member institutions. These replies indicated that in many cases the new standard had been studied by the complete faculty or a faculty committee or an administrative council.

It has been the purpose of the committee to put into the standard the commonly accepted practices in the subdivisions into which the standard is divided. The committee has recognized that practices vary in different parts of the country and that it is not possible to put into a standard which represents "minimum" procedures the excellent accomplishments which are being carried on in many institutions. For this reason the committee is convinced that there should be developed a handbook which would give for each of the standards of the Association supplementary material, case studies of good practices, and bibliographic helps.

Standard II, as revised, is hereby recommended to the Association for adoption.

PROPOSED NEW STANDARD II

ADMISSION, SELECTION, GUIDANCE, AND PLACEMENT

Admission

Recruitment—In order to interest desirable young people in teaching as a profession and to provide information on steps leading to admission, the teachers college should provide catalogs, bulletins, and other materials descriptive of its functions, requirements, and program. Provision should be made for personal contacts by the college staff with secondary-school faculties and students thru visits to the secondary school and meetings on the college campus.

Admission requirements—The minimum requirements for admission to a teachers college accredited by this Association shall be (a) graduation from an approved high school or the equivalent; (b) submission of high-school transcript with complete record of courses and marks for at least the last three years of the work in the high school; (c) certification of physical condition by a physician, preferably the college physician; (d) supplementary data concerning the activities and personal qualities which make the applicant a promising candidate for teaching.

Selection

From those who have thus met the minimum admission requirements only the most promising students should be selected to begin or to continue their preparation for teaching. Due consideration should be given to such factors as the function which the college serves and the supply and demand of teachers. Whether a key point in selection is at the time of admission as in (A) or deferred as in (B), selection should be regarded as a continuous process and it should be possible to bar the student from graduation and consequent entrance to the teaching profession for serious failure at any point, especially for failure in student-teaching. Techniques for selection will vary with respect to the key points of their application.

A. *When the key point is at the time of admission*, these techniques should include consideration of (a) personal interview of the applicant at the college; (b) tests to determine quality of voice, use of oral English, and defects of speech; (c) consideration of previous quality of work as indicated by the high-school record, including an estimate by the high-school principal of probable success; (d) health examination by the college physician of doubtful cases as indicated by data from the home physician.

B. *When the key point is deferred until after admission*, these techniques should include consideration of (a) the quality of the applicant's scholarship; (b) recommendations or descriptive statements from staff members relative to personal and social fitness; (c) report of extra-course activities; (d) report of status and achievement in health; (e) standing in college testing programs; (f) special attention to voice and speech, and to oral and written English record.

Guidance

Meaning and function—Guidance comprises those aspects of the educational process designed to assist each student in formulating, from an analysis of his capabilities and needs, a program of action which, followed thru, will eventuate for him in the highest possible professional and personal development.

The services—Each college shall provide these guidance services:

1. An orientation program which will acquaint the beginning student with the college facilities for study, housing, health, recreation, testing, and personal advisement; and which will indicate to the student his responsibility for understanding his environment.

2. Personal guidance to assist in developing interests, changing attitudes, awakening responsibilities, and in strengthening weaknesses in background thru providing vocational, social, educational and health information, references, or suggestions out of which programs of action are formulated by individual students according to their needs and abilities.

3. Group guidance in dormitory, class, and extra-course activities to assist the student to find an outlet for special interests or aptitudes and to develop qualities of leadership and group cooperation.

4. The organization of the guidance services should be of such a nature as to promote the integration of each student's total program. To achieve this purpose an adequate system of personnel records is essential.

Placement

Defined—Placement refers to all that is done to assist the student, when he leaves the teachers college, in locating where he may use his abilities and potentialities to the greatest good for himself and for those with whom he comes in contact.

Technics—The technics of placement for undergraduates should include (a) educational, vocational, and personal counseling when for reasons such as ill-health, no funds, or poor record the student leaves the college; (b) information with respect to sequences of steps necessary in the transfer to another institution.

The technics of placement for graduates should include (a) survey of the service area for available positions; (b) instruction of students with regard to letters of application; (c) provision of folders of information regarding graduates; (d) arrangement of appointments of graduates with school officers; (e) maintenance of files of information on graduates relative to their successes, failures, changes of positions, and the like; (f) follow-up service planned cooperatively with authorities in the situation where the student is placed.

Organization—Responsibility for placement should be a specific function, vested in a person, committee, or department of the college.

There should be continuous study of placement in order to improve the quality of placement service in the communities depending on the college, and furthermore, to provide information for use in establishing the total number to be admitted to the college each year (likewise, the numbers in the special majors) whether selection is initial or deferred.

Because of the action of the Association that after February 1942 all members of the Association shall be accredited, it is necessary to change the statement in the standards concerning "Membership, Accrediting, and Classification." It is recommended that this statement be amended to read "Accrediting and Classification," and that paragraph five be amended to read as follows:

The secretary shall publish annually a list of accredited institutions, arranged alphabetically by states, and designated by the length of the longest curriculum which has been approved as follows—two-year, three-year, four-year not granting degrees, four-year granting degrees, and graduate.

Several studies are now in progress. These studies are in various stages of completion. Work on some of them has progressed for two or three years and on others it has just begun. These studies may be summarized as follows:

1. *Extension and correspondence work*—This study is being done by a committee of which President Flowers of Lock Haven, Pennsylvania, is chairman. Cooperation has been secured from the Teachers College Extension Association. A questionnaire has been circulated and tabulated and, in the opinion of the Standards Committee, additional study should be made before any recommendations are made to the general association.

2. *Library study*—This study is being made by a committee of which President Fairchild of Normal, Illinois, is the chairman. President Fairchild has organized an

excellent advisory committee on which are representatives of the American Library Association and of public libraries. A questionnaire has been prepared and this is ready to send to the member institutions. It is worthy of comment that the Research Division of the National Education Association has been of much help in this project and will tabulate the questionnaire.

3. "A Study on Student Teaching" is being made by a committee of which Professor A. L. Crabb of George Peabody College is the chairman. This committee has made a preliminary study and will be ready soon to issue a questionnaire to the institutions.

4. "A Study on Health Services" has been approved by the Standards Committee. This is to be made by Jean Cave of the Colorado State College of Education at Greeley. It is expected that this study will be of much service in the revision of Standard VIII.

A few supplementary studies have been made during the previous year and will be printed in the yearbook. These studies are as follows:

1. "Retirement, Group Insurance, and Hospitalization Systems": This study has been made by Emil Hanke, field secretary of the Teachers Annuity and Insurance Association.

2. "Phases of the Problem of Cooperation and Coordination Involving Teachers Colleges": This study has been made by Daniel S. Sanford.

3. "A Study of Provisions for the Education of Gifted Students in Teachers Colleges": This study has been made by Jennie Mae Newton Mart.

REPORT OF THE ACCREDITING COMMITTEE

The Accrediting Committee met in San Francisco, February 17, 1942, instead of in Washington in January as has been the custom heretofore. This was done as an economy move and should not become a precedent for future meetings. There is an advantage to the Committee and to member institutions in having a meeting of the Accrediting Committee in January and another meeting in February just prior to the meetings of the Association.

The volume of business coming before the Committee, due to annual reports of member institutions, new inspections, reinspections, and previous inspections not finally passed upon, was greater by far than in previous years. This increase is accounted for in part by the large number of colleges applying for accreditation of graduate work.

The following summary will give in brief some idea of the way in which the Accrediting Committee has performed its work during the year now closing:

Seventeen institutions have been inspected for undergraduate work, 17 for graduate work, and 2 institutions for both undergraduate and graduate work. There have been two reinspections. To the accredited list, 159 last year, 17 institutions have been added, 3 dropped, making the total 173. Twenty-seven institutions are accredited for graduate work. The membership list last year was 185. Seventeen institutions will be dropped, not having been accredited. Adding five new institutions which were not formerly members gives the total of the accredited list, which will be the membership list this year, 173.

In addition to the foregoing studies, the Committee considered the re-

ports of 33 colleges which showed by their annual reports that they were not meeting fully and satisfactorily one or more standards of the Association for undergraduate work. Some of these colleges have been violating the same standard over a period of years notwithstanding repeated warnings. The Committee feels that more drastic action would be justified in cases where member institutions continue from year to year to violate the same standards. Attention is called annually to these violations of standards in the hope that progress may be made in overcoming deficiencies.

Additional data is called for from time to time to determine, if possible, whether an institution is making progress. Happily, progress is made in many instances but in some cases representatives of colleges are called in for personal conferences because of standards continually violated. In all cases of violations the Accrediting Committee thru the executive secretary of the Association calls the attention of the president of the college involved to the deficiencies as shown in the annual reports.

The Accrediting Committee has been ably assisted during the year just closed by a large number of persons who have served as inspectors. Twenty-three college presidents or professors of member institutions have assisted in these inspections. Seven of this number made their first inspections this year. Appreciation is hereby expressed to these people who have rendered efficient service to the Association in the performance of this very necessary and important duty.

The Committee calls attention to the importance of improving the inspection service of the Association to the end that no injustice be done any college applying for admission to the Association or for retaining membership once it has been attained. The Committee will, therefore, sometime early in the year, work out as far as may be practicable suggestions concerning the reports that should be made by those making inspections. The suggestions will embrace some such outline as follows:

1. Judgment of inspectors as to the ability of the institution to meet each standard.
2. General summary of standards met.
3. Recommendations or conclusions as to the acceptance or recognition of the college for accreditation.
4. Enumeration of outstanding services rendered by the institution in view of its statement of objectives.

In the work of the Accrediting Committee the question often recurs as to the best service that can be rendered by the Committee and also the best services that can be rendered by the Association itself. Shall we continue as a rating agency or shall we develop new areas of activity? We have this year admitted to membership a number of schools of education in colleges and universities that are not primarily interested in accreditation as such. They do not object to being rated but they are more interested in the service this Association can render them or the service they can render this Association. The Committee therefore raises the question: Are we doing some things that ought not to be done or are we leaving undone services that ought to be rendered? We do not wish to convey the impression that the AATC should cease to be a rating agency but we do wish to call

attention to developing, if possible, new areas of activities in research and studies not now touched by the Association.

The Committee has had some appeal cases coming before it under Standard XII of the Association.

We feel that the member institutions should carefully consider the provisions of Standard XII. Especially do we recommend that study should be made of the procedure that should be followed in Section 4 of Academic Tenure. In order that uniformity of procedure may be followed in appeal cases under Section 4 of Academic Tenure, the Committee recommends that a transcript of each case be completed before submitting it for consideration by the Accrediting Committee. The transcript in appeal cases should include at least the following data:

1. Complete statement of plaintiff of grievances with supporting evidence.
2. Answer of defendant to each statement of grievances with supporting evidence.

The decision of the Committee can then be based on the transcript with an opportunity extended for hearing to both plaintiff and defendant if such hearing is desired.

The Accrediting Committee wishes to report its action on its two member institutions in the state of Georgia, due to political activities of the governor of that state with reference to the Georgia system of higher education. The school primarily involved was the State Teachers College at Collegeboro, Georgia, whose president and several faculty members were dismissed under conditions not consistent with sound educational practice or with safe public leadership in a democracy. A committee was appointed to investigate the situation in Georgia. This committee was composed of President C. C. Sherrod, Johnson City, Tennessee; President George A. Selke, St. Cloud, Minnesota; and President Sam H. Whitley, Commerce, Texas. The findings of the committee are as follows:

1. Governor Talmadge requested the Board of Regents to dismiss President Marvin S. Pittman of the Georgia Teachers College, along with others, altho he was recommended for re-election by Chancellor Sanford. Upon the refusal of the board to do so, he immediately gave notice that he would prefer charges against President Pittman and Dean Cocking of the University of Georgia and set June 16 as the date for the trial. Dean Cocking's case was called first and he was exonerated by a vote of 8 to 7. President Pittman's case was reset for July 14.

2. Dissatisfied with the action of the Board of Regents, Governor Talmadge denounced the board, gave notice of a rehearing, and set about to replace some of the regents on the board who voted against his wishes. He succeeded in replacing three members of the board. After making the changes he notified Dean Cocking that he would be tried again on July 14, despite the fact he had been exonerated on June 16. President Pittman was also summoned to appear on July 14 for his trial.

3. Both President Pittman and Dean Cocking were dismissed by the reorganized board by a vote of 10 to 5, not upon the validity of the evidence submitted, but upon a motion that "they not be re-elected."

4. In addition to President Pittman and Dean Cocking, at least eight other members of the university system of Georgia were dismissed without any charges being preferred against them. Among those dismissed were C. M. Destler, division of social science; Mamie Veazy, dean of women; and Jane Franseth, assistant professor, laboratory school and field service, all of Georgia Teachers College.

5. No evidence was presented charging President Pittman with inefficiency as

president of the college, and none of the five charges made by the governor was sustained. The chancellor of the university system nominated him for re-election. The Board of Regents disregarded the nomination, and thru an authorized committee, without the approval of the chancellor, elected A. M. Gates as president of the Georgia Teachers College.

6. The weakness of the whole system lies in the fact that the governor has statutory power to modify the budget in any way he sees fit by striking from the budget any item of expenditure and thus remove any individual from the pay roll without the board approval. Thus one man can nullify the board's action by refusal to approve any individual or any item of expense. Such authority endangers sound procedure in the operation of an educational system.

Recommendation—In the light of all the evidence presented, the Committee recommends that the Georgia Teachers College be dropped from membership in the American Association of Teachers Colleges and that it take effect September 1, 1942.

While the political activities of the governor did not directly affect the State College for Women at Milledgeville as it did the Teachers College at Collegeboro, the fact remains that the State College for Women is under the control of the same board that controls all the Georgia system, and the Accrediting Committee recommends that this college, the State College for Women, be dropped from membership in this Association under the same conditions as indicated for the State Teachers College at Collegeboro.

The Georgia situation represents a condition highly detrimental to the cause of sound educational procedure. It is gratifying to note that some states have already enacted legislation making it impossible for the colleges that are state supported to be under the domination of political leaders. Legislation of this kind has recently been enacted in two states, but some other states where educational tragedies have been enacted have not yet taken this stand in protecting the schools and colleges from public officials who often place personal ambitions above service to youth. A trend in the direction of removing state supported colleges from political domination is worthy of highest commendation. The attention of the Association is called to two notable instances in which legislation has been enacted, largely because of the influence of this Association, that will remove colleges from the possibilities of political interference. The first of these instances is a report coming from Oklahoma, and is thus stated:

The people of Oklahoma at a special election held early this year approved an amendment to the state constitution creating a Board of Regents for Higher Education in Oklahoma. This board consists of nine members, with terms so arranged that one member is replaced or reappointed each year for a term of nine years. The members can be removed by impeachment only. This provision was formulated and adopted to give the state colleges protection against political maneuvering. No incoming administration can have the opportunity to name more than four of the nine members during an entire term in office.

The second case is reported from Pennsylvania and is stated in this paragraph:

A new law was passed at the last session of the State Assembly providing for continuous terms of service for the Boards of Trustees of the State Teachers Colleges. This law is not in effect at the present time, but should be most helpful in eliminating certain objectionable features in our present plan,

AMERICAN COUNCIL OF SCIENCE TEACHERS

OFFICERS, 1942-43

The following officers for the Council were elected to complete the remainder of the year under the previous organization and to direct the new Department during its first year as the American Council of Science Teachers: *president*, Philip G. Johnson, Cornell University, Ithaca, N. Y.; *eastern vicepresident*, Earl R. Glenn, Montclair, N. J.; *central vicepresident*, Norman R. D. Jones, St. Louis, Mo.; *southern vicepresident*, Greta Oppe, Galveston, Texas; *western vicepresident*, Gladys Potter, San Diego, Calif.; *secretary*, Nathan R. Neal, Cleveland, Ohio; and *treasurer*, Aelfric James, Sr., Easton, Pa.

GENERAL INFORMATION

The Department of Science Instruction has had a very stimulating year. Three reports have been released by the National Committee on Science Teaching which has been under the sponsorship of the Department since 1939. The Department has been reorganized as the American Council of Science Teachers. The meetings in Denver were unusually challenging.

The National Committee on Science Teaching held its first meeting in February 1939. Subcommittees were organized and science teachers from all sections of the United States were invited to become consultants for one or more of these subcommittees and to take an active part in the preparation of reports. Two or more meetings a year were held by these committees and materials for reports were planned, criticized, and revised. An immense amount of time and thought was expended in producing reports which would be truly significant. The three reports which were released at the Denver meeting were: *Science Teaching for Better Living—A Philosophy or Point of View*, *Redirecting Science Teaching in the Light of Personal-Social Needs*, and *The Education of the Science of the Science Teacher*. A fourth report on "Effective Procedures for Science Teaching" is in the final stages of preparation and may be released sometime early in the spring of 1943. Copies of these reports are available from the National Education Association in Washington, D. C.

The reorganization of the Department was given its first definite expression at the Milwaukee meeting in 1940. The move was initiated by the National Committee on Science Teaching in a communication which was presented at the business meeting. Plans have been studied by the officers of the Department since that time. In January 1942 the officers concluded

that (a) sufficient generalized discussion had taken place to reveal the nature of the organization desired by the majority, and (b) the number of outstanding science teachers and educators who expressed an interest indicated that the project should be carried out by the Department without further consideration. The officers also felt that, because of the war, the time was ripe for the Department to be of service by increasing its efforts to make school administrators realize the importance of science instruction and its efforts to help teachers improve their science instruction. Both activities could be carried out more effectively by the Department after its reorganization as a council of science teachers.

The first outline of the proposed organization was prepared and mailed to all officers, state directors, and assistant directors of the Department and to about fifty other persons who had expressed an interest in the project. These materials together with a request for comments were sent out in January 1942. The reactions to this outline were enthusiastic and favorable. The changes and additions that were suggested were then incorporated in the provisional draft of a constitution for the Council. Copies of this constitution were mailed to the same groups of persons early in February.

The responses to this tentative constitution were likewise favorable. Only one change of consequence was suggested: that the proposed name "American Council of Science Teachers" be changed to "National Council of Science Teachers." The name "American" had been selected in preference to "National" because (a) of the possibility of confusion with the National Council on Elementary Science, an organization commonly called "The National Council," and (b) a desire to see a postwar expansion of the Council to groups of science teachers in other American nations.

During the last week of March 1942, a slightly revised final draft of the constitution was mailed to the same persons who had previously received the organizational materials. To each officer and director a ballot was also sent. The ballot provided spaces for indicating (a) complete approval for reorganizing the Department under this constitution, (b) approval for such action with certain reservations (reservations to be stated by the voter), and (c) preference for the name "National" or "American." The ballots returned were unanimous in their complete approval without reservation of the reorganization. The ballots were also unanimous in preference for the name "American."

A final copy of the constitution was sent to the secretary of the National Education Association for any further suggestions before the proposed reorganization was submitted to the Association for approval. Certain changes were indicated as being necessary for approval and these changes were proposed to the officers for consideration at the business meeting in Denver. At this business meeting, copies of the constitution showing the proposed changes were distributed and read. There were no opposing votes as these final changes were brought up for action. Accordingly, the new constitution was submitted to the National Education Association and it was approved as a department to supersede what had been known as the

Department of Science Instruction. This change was to become effective September 1, 1942.

The significant features of the new constitution are (a) the distribution of an official magazine four times each year; (b) the conducting of important business by mail; (c) the affiliating of local, state, and regional groups of science teachers with the American Council of Science Teachers without altering the identity of the more local group; (d) the rebating of a portion of the membership dues to the local affiliated group designated by the member; (e) the cooperating of the Council with the more local groups in matters of policies and programs; and (f) the creating of a plan for a council of science leaders to continuously study and plan developments in science teaching. Detailed copies of the constitution may be obtained from the secretary.

The meetings in Denver were well attended by science teachers who were eager to obtain suggestions concerning a program of science teaching for a war period. Speakers representing the Navy Department and the Civil Aeronautics Administration discussed their needs with the teachers. Papers by classroom science teachers, supervisors, and administrators occupied the balance of the program. A chuck wagon dinner closed the sessions of the Department.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

OFFICERS, 1942-43

The officers of the Association for the year 1942-43 are: *president*, Arthur I. Gates, professor of education, Teachers College, Columbia University, New York City; *vicepresident*, Newton Edwards, professor of education, University of Chicago, Chicago, Ill.; *secretary-treasurer*, Helen M. Walker, professor of education, Teachers College, Columbia University, New York City. The members of the Executive Committee are: the president, vicepresident, secretary-treasurer, and chairman of the Editorial Board, ex officio, and the following immediately preceding past-president—T. R. McConnell, professor of education, University of Minnesota, Minneapolis, Minn. The members of the Editorial Board are: Douglas E. Scates, *chairman*, associate professor of education, Duke University, Durham, N. C.; Bess Goodykoontz, assistant commissioner of education, Office of Education, Federal Security Agency, Washington, D. C.; J. Cayce Morrison, assistant commissioner for research, New York State Education Department, Albany, N. Y.; the president and secretary, ex officio.

GENERAL INFORMATION

This Association is composed of over five hundred persons who are engaged in technical research in education, including directors of research in school systems, instructors in educational institutions, and research workers connected with public or private educational agencies.

In July 1930 this Association became a department of the National Education Association, membership in which is now prerequisite to membership in the American Educational Research Association.

Active membership—Membership is limited to persons whose applications have been approved by the Executive Committee after careful consideration of materials submitted by the applicant as evidence of interest in and ability to do educational research. A person desiring to apply for membership may secure an application form from the office of the secretary-treasurer. This form, properly filled in, together with the evidence of research ability, should be returned to the secretary-treasurer, to be forwarded to the members of the Executive Committee for action. Persons whose applications are approved are then invited to become members of the Association. Annual dues for active members of the Association are \$5.

Publications—Members receive all issues of the *Review of Educational Research*, the *Research Bulletin* of the NEA, and such other special publications as are brought out or distributed by the AERA each year. Each issue of the *Review* summarizes the research studies and scientific investigations bearing on a specific topic and includes extensive bibliographies. Persons who are not members of the Association, as well as libraries and other institutions, may subscribe to the *Review of Educational Research* at \$4 per year or may purchase single copies at \$1 per copy.

The following discount on publications is applicable only on orders for more than one copy of the same issue if sent to the same address: 2 to 9 copies—10 percent; 10 to 99 copies—25 percent; 100 or more copies—33 1/3 percent. No discounts are given on subscriptions. Subscriptions should be sent to the secretary-treasurer, 525 West 120th Street, New York City. Orders for one or more publications should be sent to the American Educational Research Association, 1201 Sixteenth Street, N. W., Washington, D. C. All orders should be accompanied by funds in payment of same. Make checks payable to the American Educational Research Association.

The annual business meeting of the Association was held at the Empire Hotel in San Francisco on February 23, 1942, the principal business being the adoption of a new constitution. At the annual banquet which followed the business meeting an address entitled "Educational Research" was given by Dean Frank N. Freeman of the University of California. A synopsis of that address follows later.

PROGRAM

San Francisco, California

Monday, February 23, 1942

Section 1

PROBLEMS OF EXPERIMENTAL DESIGN AND STATISTICAL ANALYSIS

Presiding, E. F. Lindquist

METHODS OF CONTROLLED SAMPLING—Helen M. Walker

PROBABILITIES OF ERRORS AS THE BASIS FOR A RATIONAL DESIGN OF EXPERIMENTS—
Jerzy NeymanTHE EFFICIENCY OF CERTAIN EXPERIMENTAL DESIGNS USED IN LEARNING EXPERIMENTS
—Nicholas FattuTHE INTERPRETATION OF CORRELATION WITH SPECIAL REFERENCE TO THE NULL
HYPOTHESIS AND THE Z-TECHNIC—Herbert S. Conrad

DESIRABILITY OF STATISTICS WITH A POSITIVE MEANING—Charles C. Peters

Section 2

RESEARCH IN READING

Presiding, Arthur I. Gates

READING THE COMICS IN GRADES II TO VIII—Paul Witty

CONTRIBUTIONS OF RESEARCH RELATING TO THE SOCIOLOGY OF READING—William S.
Gray

A CHILDREN'S READING VOCABULARY—E. W. Dolch

SYSTEMATIC SEQUENCES IN THE DIFFERENTIATED READING PROGRAM—Emmett A. Betts

RECENT DEVELOPMENTS IN DIAGNOSIS AND REMEDIATION IN READING—Arthur I. Gates

Section 3

SCHOOL ADMINISTRATION

Presiding, Jesse B. Sears

THE FUNCTIONS OF ADMINISTRATION—Roy W. Bixler

EVALUATION OF SCHOOL FINANCE PROGRAMS—Edgar L. Morphet

THE ECONOMIC ABILITY OF THE STATES TO FINANCE PUBLIC SCHOOLS DURING RECENT
YEARS—Leslie L. ChisholmA PRELIMINARY TEST STUDY OF STATE AID FOR TRANSPORTATION OF NONRESIDENT
HIGH-SCHOOL PUPILS IN MASSACHUSETTS—Alfred D. SimpsonCOSTS UNAVOIDABLY INCIDENTAL TO ATTENDANCE AT A FREE PUBLIC HIGH SCHOOL—
M. M. ChambersA SURVEY OF SCHOOL SUBJECTS DESIGNATED AS "ACTIVITIES," "PROJECTS," "UNITS OF
WORK"—J. L. Meriam*General Session*

Joint Meeting with the National Society for the Study of Education

PRESENTATION OF THE YEARBOOK ON THE PSYCHOLOGY OF LEARNING

This session was devoted to Part II of the Forty-First Yearbook of the National Society for the Study of Education which deals with the concepts of learning as expressed in terms of conditioning, connectionism, and the field theory of learning and explains the relation of the concepts to certain aspects of learning under school conditions.

Presiding, T. R. McConnell

THE PURPOSE AND SCOPE OF THE YEARBOOK—T. R. McConnell

TOO GOOD TO BE TRUE: A CRITIQUE OF SLOGANS—Harold Benjamin

CRITIQUES OF THE YEARBOOK—Ernest R. Hilgard and Stephen M. Corey

THE IMPORTANCE OF RESEARCH ON LEARNING IN THE SCHOOL SITUATION—C. H. Judd

Tuesday, February 24

Section 4

CHILD DEVELOPMENT

Presiding, Harold E. Jones

A GROWTH STUDY OF A GROUP OF CHILDREN IN LABORATORY SCHOOLS—A. R. Mead

A PRELIMINARY SURVEY OF 160,000 SCHOOL CHILDREN IN A DEVELOPMENTAL HEALTH PROGRAM—M. E. Brown

STUDIES ON PHYSIOLOGICAL ASPECTS OF CHILD DEVELOPMENT AS RELATED TO EDUCATION—Edna Bailey

PHYSICAL MATURING AS RELATED TO PERSONALITY ADJUSTMENT—Nancy Bayley

CHILD DEVELOPMENT IN TEACHER EDUCATION—Ernest R. Hilgard

CHILD RESEARCH BECOMES OF AGE—George D. Stoddard

Section 5

RESEARCH IN THE EDUCATION OF TEACHERS

Presiding, W. E. Peik

THE VALIDITY OF CERTAIN PROCEDURES TO SELECT THE BEST AND POOREST PROSPECTIVE TEACHERS—(a) Composite faculty judgment in selecting the best, and (b) Ten-year history of two groups of teachers of contrasting ability—C. C. Upshall

THE SEPTEMBER FIELD EXPERIENCE AT OHIO STATE UNIVERSITY—Earl W. Anderson

SCIENCE TEACHERS' OPINIONS ON SOME SOCIALLY SIGNIFICANT ISSUES—R. Will Burnett

FACTORS AFFECTING STUDENT ACHIEVEMENT AND CHANGE IN A PHYSICAL SCIENCE SURVEY COURSE—W. Lyle Brewer

PH.D's AND ED.D's IN EDUCATION: A COMPARISON OF OCCUPATIONAL STATUS 1931-40—Ernest V. Hollis

A DISCUSSION OF THE PAPERS WITH SPECIAL REFERENCE TO TECHNIQS OF RESEARCH AND EVALUATION IN TEACHER PREPARATION—C. W. Boardman

Section 6

RESEARCH IN EDUCATIONAL APPRAISAL

Presiding, Alvin C. Eurich

CONSISTENCY IN RESULTS OF DIFFERENT VOCATIONAL INTEREST QUESTIONNAIRES—Philip A. Boyer

APPRAISAL OF INSTRUCTION IN ART—Edwin Ziegfeld

EVALUATING PUPIL ACCEPTANCE OF RESPONSIBILITY—Stephen M. Corey

A METHOD FOR EXPLORING AREAS OF STUDENT EXPERIENCE WITH THE ASSISTANCE OF THE STUDENT HIMSELF—Kenneth L. Heaton

APPRAISAL OF THE CURRICULUM EXPERIMENT WITH THE ACTIVITY PROGRAM IN THE NEW YORK CITY SCHOOLS—J. Cayce Morrison

SOME TECHNIQS USED IN THE FOLLOW-UP STUDY OF COLLEGE SUCCESS OF GRADUATES OF THE THIRTY SCHOOLS—Ralph W. Tyler

Section 7

PROBLEMS OF INSTRUCTION

Presiding, George C. Kyte

TECHNIC FOR THE DEVELOPMENT OF VOCABULARY—W. J. Osburn

ARTICULATING HIGH-SCHOOL AND COLLEGE ENGLISH THRU RECOGNIZING COMMON GOALS—Angela M. Broening

PROBLEMS OF DIAGNOSTIC TESTING OF TECHNICAL VOCABULARY KNOWLEDGE—Lee J. Cronbach

THE MATHEMATICS VOCABULARY NEEDED IN GENERAL EDUCATION—Raleigh Schorling

WHAT DO TEACHERS WANT IN CLASSROOM MEASUREMENT?—Douglas E. Scates

Section 8

THE PSYCHOLOGY OF LEARNING

Presiding, G. T. Buswell

A COMPARISON OF OUTCOMES OF ARITHMETIC INSTRUCTION BASED ON TWO THEORIES OF LEARNING—G. Lester Anderson

DISCUSSION—Lee J. Cronbach

GENERALIZATION AND ORGANIZATION AS FACTORS IN TRANSFER AND RETROACTIVE INHIBITION—Esther Swenson

DISCUSSION—D. A. Worcester

FUNCTIONAL MOTOR EFFICIENCY OF EYES AS A FACTOR IN LEARNING TO READ—Luther C. Gilbert

DISCUSSION—G. T. Buswell

VALIDITY OF APPLICATIONS IN EDUCATIONAL PSYCHOLOGY WITH PARTICULAR REFERENCE TO CLASSROOM LEARNING—Robert A. Davis

DISCUSSION—Stephen M. Corey

Section 9

SOCIAL STUDIES AND SOCIAL BEHAVIOR

Presiding, Ernest Horn

THE MEASUREMENT OF UNDERSTANDING OF BASIC SOCIAL CONCEPTS—William Maucker

CONSUMER PROBLEMS OF HIGH-SCHOOL AND COLLEGE STUDENTS—James Mendenhall

ATTEMPTED VALIDATION OF ATTITUDE SCALES TO MEASURE SCHOOL CITIZENSHIP—Howard R. Anderson

A STUDY OF CIVIC ATTITUDES—Don C. Rogers

Section 10

THE RESEARCH BUREAU IN A SCHOOL SYSTEM

Presiding, Helen M. Walker

THE RESEARCH BUREAU AND THE SCHOOL ADMINISTRATION WORK TOGETHER—George D. Strayer

THE RESEARCH BUREAU AND THE GUIDANCE DIVISION WORK TOGETHER—Margaret E. Bennett

THE RESEARCH BUREAU AND THE CURRICULUM DIVISION WORK TOGETHER—Elizabeth L. Woods

THE RESEARCH BUREAU AND THE TEACHER WORK TOGETHER—Philip A. Boyer

ONE RESEARCH BUREAU WORKS WITH ANOTHER—Informal Discussion

Section 11

RESEARCH IN THE EDUCATION OF TEACHERS

Presiding, Maurice E. Troyer

AN EVALUATION OF THE PRE-SERVICE PROGRAM AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY, THRU AN ANALYSIS OF PROBLEMS REPORTED BY STUDENT TEACHERS—John Chester Junek

A STUDY OF STUDENT-TEACHER RELATIONSHIPS—Robert Bush

THE MEASUREMENT OF TEACHERS' UNDERSTANDING OF HUMAN GROWTH AND DEVELOPMENT—Warren R. Baller

THE FIELD SCHOOL AS A NEW DEVELOPMENT IN TEACHER EDUCATION—James Knight
METHODS OF EDUCATIONAL RESEARCH (WITH SPECIAL REFERENCE TO THE FOUR PRECEDING PAPERS, BUT NOT CONFINED TO THEM)—Clifford Woody

EDUCATIONAL RESEARCH

FRANK N. FREEMAN, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF
CALIFORNIA, BERKELEY, CALIF.

If we set out to survey the research pertinent to education or to organize a program of research we at once encounter two types of research and two bases of classification. On the one hand we find research on such problems as the best organization of schools, the best mode of administration, the best selection and organization of the curriculum, the best methods of instruction, the best modes of classification of pupils and of adjustment to individual differences, the salaries which should be paid teachers, the relation of local, state, and federal control of education, the equalization of support of schools, the sources of school revenue, and a host of detailed problems of this nature. On the other hand we find educators carrying on research or interesting themselves in the results of research which does not directly and immediately give answers to the practical problems I have listed. Some of this research would be classified under the head of psychology, some under economics, political science, sociology, or perhaps even biology, physics, chemistry, or philosophy.

I am advancing the thesis that education, like medicine and engineering, is not a science but a practical endeavor—an art or profession if you like—which makes use of such science as it finds pertinent. A science may be defined as a body of facts or phenomena which can be brought under explanatory concepts and generalizations or laws. For this to be done the facts must be of the same kind so that they can be brought together in concepts and laws. The aim of research in science is to discover explanatory concepts and laws. It may classify facts but this is only a preliminary step. The movement is in general inductive but includes deduction as a check on hypotheses.

Research in education is directed toward the establishment of acceptable ends and the discovery of effective means of attaining these ends. The movement of thought and attention is toward the particular, and not as in a science, from the particular to the general. As the engineer sets out to build a particular bridge and focuses all the knowledge he can muster from the various sciences to guide him in this enterprise, so the educator sets out to organize a school, to build a curriculum, and to teach a particular pupil, using such knowledge as is pertinent. His thinking is more synthetic than analytic, combining experience, information, and ideas, building a concrete program of procedure rather than a system of thought. Similarities, of course, he will find between various situations, just as a particular bridge is like other bridges. Hence, generalities of procedure may be arrived at. But these generalities are not the same as the general laws of a science. They rest only on similarities between various practical problems, not in the uniformities of general law.

The educator may investigate scientific or philosophical problems because the sciences or philosophy have left untouched certain of their own prob-

lems on which the educator needs information. He may have to go back and lay some of the foundation which the workers in these fields should have laid for him. Thus, a generation ago, psychology had almost nothing definite to tell the educator about individual differences or learning. The chief early studies in these fields were made by educators who set out to lay part of the foundation for educational practice. A great deal of so-called educational research is of this sort. It has been found practically necessary and will continue to be.

The chief reason for the distinction I have drawn between strictly educational research and research in foundational disciplines is a pragmatic one. Educational research has its own sphere. It is not just a step in a hierarchy. It is not another science, like psychology or chemistry. It uses a different method, and a method which has not been sufficiently developed. Those who are familiar with the sciences are inclined to ignore and disparage the direct attack on educational problems. Such research is esteemed of a lower order. First-class minds are discouraged from undertaking it. Its standards and methods have not been developed as have those of the sciences. What we need to do is to identify the distinctively educational problems, to devise, test, and standardize appropriate methods, and to encourage first-class people to prepare for research in these problems. It will thus attain the dignity it deserves, not by aping the sciences but by developing its own aims, standards, and procedures to meet its own needs.

AMERICAN INDUSTRIAL ARTS ASSOCIATION

The American Industrial Arts Association became a department of the National Education Association at the Denver convention in July 1942. The officers of the Department for the year 1942-43 are: *president*, Louis V. Newkirk, director, industrial arts, public schools, Chicago, Ill.; *secretary-treasurer*, John J. Hatch, head, industrial arts department, State Teachers College, Newark, N. J.; *vicepresident*, Elmer W. Christy, director, industrial arts, public schools, Cincinnati, Ohio.

DEPARTMENT OF ART EDUCATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Marion E. Miller, director of art, public schools, Denver, Colo.; *vice-president*, Idella R. Church, district supervisor of art, public schools, Rio Vista, Calif.; *secretary*, Eugene E. Myers, director of art, State Teachers College, Mayville, N. Dak.; *treasurer*, C. Dean Chipman, director of art, Elgin Academy and Sears Academy of Fine Arts, Elgin, Ill.

AIMS

During the year 1941-42 the Department of Art Education has directed its efforts primarily toward solving two problems:

1. To give art teachers thruout the United States help in gearing their programs to the war effort. The year's programs were planned to bring to art teachers the contributions of professional artists who are working on the problems of new designs and the use of new materials in a wartime economy, and those who are working to promote a better understanding of the cultural ideals of the democratic nations thru a study of their arts. These presentations were supplemented by reports on specific applications to public-school programs.

2. To study the relation of the NEA Department of Art Education to regional and state art groups. To this end committees were appointed to work on the problems of securing closer cooperation with other art organizations. It is a source of satisfaction to find that there is a real desire on the part of all organizations contacted to cooperate wholeheartedly with the national group.

PROGRAMS

San Francisco, California

February 22-25, 1942

COMMITTEE MEETINGS

Sunday, February 22, 2:00 P.M., Fairmont Hotel

First Session

Monday, February 23, 2:00 P.M., San Francisco Museum of Art

Chairman, Grace L. McCann Morley, Director, San Francisco Museum of Art, San Francisco, Calif.

GREETINGS

Aaron Altmann, Director of Art, San Francisco Unified School District, San Francisco, Calif.

CONTEMPORARY TRENDS IN CRAFT AND INDUSTRIAL DESIGN: IMPLICATIONS FOR SCHOOL ART PROGRAMS

CONTEMPORARY TEXTILES

Dorothy Liebes, Textile Designer, San Francisco, Calif.

HOW CERAMICS PROVIDE AN OPPORTUNITY TO USE AS WELL AS DISCOVER PRINCIPLES OF GENERAL SCIENCE

Glen Lukens, Assistant Professor of Fine Arts, University of Southern California, Los Angeles, Calif.

RECENT TRENDS IN INDUSTRIAL DESIGN

Joseph Sinel, Industrial Designer, San Francisco, Calif.

COLOR AND DESIGN: SOURCES OF INSPIRATION FOR DESIGNERS AND HAND CRAFTSMEN

Rudolph Schaeffer, Director, Rudolph Schaeffer School of Design, San Francisco, Calif.

IMPLICATIONS FOR THE ELEMENTARY ART PROGRAM

Maude Hardman, Supervisor of Art, Salt Lake City Public Schools, Salt Lake City, Utah

IMPLICATIONS FOR THE SECONDARY ART PROGRAM

William F. Lockwood, Director of Art Education, College of Arts and Sciences, Louisiana State University, University, La.

Second Session—Banquet

Monday, February 23, 7:00 p.m., Red Room, Fairmont Hotel

Presiding, Ray Faulkner, President of the Department of Art Education

IF I WERE TEACHING ART

G. Derwood Baker, Superintendent, Boulder Public Schools, Boulder, Colo.

ART EDUCATION IN THE EMERGENCY

L. Thomas Hopkins, Professor of Education, Teachers College, Columbia University, New York, N. Y.

Third Session—Pacific Arts Day

Tuesday, February 24, 2:00 p.m., San Francisco Museum of Art

Joint session sponsored by the Pacific Arts Association

Chairman, Margaret Erdt, Supervisor of Art, San Bernardino City Schools, San Bernardino, Calif.

GREETINGS

Jessie Miles Lewis, Art Supervisor, Los Angeles, Calif.

MAINTAINING CREATIVE OPPORTUNITIES

INDIVIDUAL EXPRESSION

Katherine Porter, Supervisor of Art, Beverly Hills Public Schools, Beverly Hills, Calif.

GROUP EXPRESSION

Fannie Kerns, Director of Art, Pasadena City Schools, Pasadena, Calif.

Commentator—Albert D. Graves, Deputy Superintendent, San Francisco Public Schools, San Francisco, Calif.

ENRICHING CULTURAL VALUES

Edna Gearhart, Instructor of Art, Eagle Rock High Schools, Los Angeles, Calif.

Commentator—Kenneth E. Oberholtzer, Superintendent, Long Beach Public Schools, Long Beach, Calif.

STUDIO VISITS

Tuesday, February 24, 4:00 P.M. Sponsored by the Pacific Arts Association

Rudolph Schaeffer Studios, 136 St. Anne Street, San Francisco, Calif.

Rudolph Schaeffer, Host; Jessie Lewis, Doris MacMillan, and Philoma Goldsworthy, Hostesses

Amberg-Hirth Studios, 452 Post Street, San Francisco, Calif.

Hugh M. Hirth and Ernest H. Amberg, Hosts; Mrs. Lydia Fuller-Largent and Shirley Poore, Hostesses

BOHEMIAN DINNER PARTY

Tuesday, February 24, 7:30 P.M. Sponsored by the Pacific Arts Association

Details to be announced at meetings

Fourth Session

Wednesday, February 25, 2:00 P.M., San Francisco Museum of Art

Chairman, Marguerite Marquart, Director of Art, Newark Public Schools, Newark, N. J.

CONTEMPORARY TRENDS IN PAINTING: IMPLICATIONS FOR SCHOOL ART PROGRAMS

TRENDS IN PAINTING ON THE PACIFIC COAST

Waldemar Johansen, Art and Technical Director, Division of Speech and Drama, Stanford University, Calif.

CHILD ART: ITS RELATION TO PRODUCTION AND ENJOYMENT OF CONTEMPORARY PAINTING

Worth Ryder, Professor of Art, University of California, Berkeley, Calif.

ART AND CRAFT TRAINING AS PREPARATION FOR POSTWAR ADJUSTMENT

F. Carlton Ball, Curricular Chairman, Department of Art, Mills College, Oakland, Calif.

CONVENTION COMMITTEES

Chairman, Grace L. McCann-Morley, Director, San Francisco Museum of Art

Co-Chairman, Mrs. Lydia Fuller-Largent, Supervisor of Art, San Francisco Unified School District

PROGRAM COMMITTEE FOR JOINT MEETING WITH PACIFIC ARTS ASSOCIATION

Chairman, Margaret H. Erdt, San Bernardino City Schools, San Bernardino, Calif.

Harriet Spurr, Mrs. Lydia Fuller-Largent, Shirley Poore, Philoma Goldsworthy, Alice Schoelkopf, Katherine Page Porter

Denver, Colorado

June 28-July 2, 1942

STATE ART REPRESENTATIVES' MEETING, Sunday, June 28, 2:00 P.M., Colburn Hotel:

TEA, Monday afternoon, 4:30, Hospitality House. Given by the Classroom Teachers Association and the Art Club of Denver

PICNIC, Tuesday, June 30, 6:00 P.M. Members of the Department and friends

First Session

Monday, June 29, 1:45 P.M., East High School Auditorium

Joint Meeting with the Department of Secondary Teachers

Second Session

3:15 P.M., East High School Auditorium

Chairman, Grace Baker, Art Department, State College of Education, Greeley, Colo.; Past-President of the Department

GREETINGS

Dorothea Kunsmiller, Vicepresident, Board of Education, Denver

WHAT THE ARTS CAN DO FOR THE SECONDARY-SCHOOL PROGRAM

—PROVIDE OPPORTUNITIES FOR EXPRESSION

THE ROLE OF EXPRESSION IN THE LEARNING PROCESS

Campton Bell, Dean, School of Fine Arts, University of Denver

—CONTRIBUTE TO UNDERSTANDING

LITERATURE AND THE ARTS

Readings from the *Spoon River Anthology*

Boardman Robinson and Mrs. Robinson

(Illustrated by colored slides of the drawings by Boardman Robinson for the Limited Editions Club edition of the *Anthology*)

THE SOCIAL STUDIES ARE DOCUMENTED BY THE ARTS

Eric Douglas, Director, Denver Art Museum

Third Session—Business Meeting

Tuesday, June 30, 1:00 P.M., South High School Auditorium

Presiding, Ray Faulkner, President, Art Department

Fourth Session

Tuesday, June 30, 1:45 P.M., South High School Auditorium

Chairman, J. Frederick Weltzin, Department of Education, University of Denver

VALUES WE DEFEND IN THE ARTS

Ruth Raymond, Art Department, University of Minnesota, Minneapolis, Minn.

2:30 to 3:00 P.M.

VISITATION TO THE LABORATORY SCHOOL OF THE SUMMER WORKSHOP TO SEE CHILDREN AT WORK AT THE VARIOUS CENTERS

Fifth Session

Tuesday, June 30, 3:00 P.M., South High School Classroom

Sectional Meetings

ELEMENTARY—WHAT ART CAN DO FOR THE ELEMENTARY SCHOOL

Chairman, Gladys Wells, Supervising Teacher of Art for Elementary Schools, Denver

THE ARTS CONTRIBUTE TO CHILD GROWTH

Bradford Murphey, Psychiatrist, Denver

THE ARTS IN THE LEARNING SITUATION—SPECIFIC EXAMPLES

Edith Erb, Principal, McKinley School, Denver

Frances H. Trucksess, University of Colorado, Boulder

CLARIFYING ART OBJECTIVES TO PARENTS

Ann Downs, Head, Department of Public Relations, Denver Art Museum

COLLEGE—THE NEW CHALLENGE IN ART EDUCATION

Chairman, Muriel Sibell, Head, Art Department, University of Colorado, Boulder

ESSENTIALS IN COLLEGE ART EDUCATION

Robert S. Hilpert, University of California, Los Angeles

SOME DISCOVERIES IN COLOR

Richard Ellinger, State College of Education, Greeley, Colo.

THE COMMUNITY CENTER AND ITS WORK

Donald Goodall, State Art Center, Salt Lake City, Utah

Sixth Session—Luncheon Conference

Wednesday, July 1, 12:15 P.M., Shirley-Savoy Hotel, Lincoln Room

Joint Meeting with the Department of Supervisors and Directors of Instruction, Music Educators National Conference, National Council for the Social Studies, and the NEA Committee on International Relations

INTERCULTURAL EDUCATION

Presiding, Wilhelmina Hill, University of Denver

GREETINGS AND INTRODUCTIONS

Executive Secretaries and Presidents of Cooperating Organizations

INTERCULTURAL EDUCATION

Ben M. Cherrington, Adviser to the U. S. Department of State on Cultural Relations; and Director, Social Science Foundation, University of Denver

SELECTIONS—LATIN AMERICAN MUSIC

James Sykes, Pianist, Director, Department of Music, Colorado College, Colorado Springs, Colo.

CHORUS AND DANCES BY GROUP OF SPANISH-AMERICAN CHILDREN FROM BAKER JUNIOR HIGH SCHOOL, DENVER

Seventh Session

Wednesday, July 1, 2:00 P.M., Shirley-Savoy Hotel, Lincoln Room

INTERCULTURAL RELATIONS

Presiding, Eric Douglas, Director, Denver Art Museum

INTERCULTURAL RELATIONS WITH OUR LATIN AMERICAN NEIGHBORS

Rene D'Harnoncourt, Office of the Coordinator of Inter-American Affairs, Washington, D. C.

EAST AND WEST ARE ONE

Colonel M. Thomas Tchou, World Citizenship Movement, Oberlin, Ohio

REPORTS OF PROGRESS IN EDUCATIONAL ACTIVITIES

MUSIC EDUCATION AND THE OTHER AMERICAS

Vanett Lawler, Associate Secretary, MENC, Chicago, Ill., Representing the Pan American Union

THE WORK OF THE INTER-AMERICAN CENTERS

William T. Melchior, Supervisor, Inter-American Education, U. S. Office of Education, Washington, D. C.

EXHIBITION OF INTER-AMERICAN ART AND INSTRUCTIONAL MATERIALS

DEPARTMENT OF BUSINESS EDUCATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Cecil Puckett, University of Denver, Denver, Colo.; *first vicepresident*, Erwin M. Keithley, South Division High School, Milwaukee, Wis.; *second vicepresident*, Mildred Howard, San Mateo Junior College, San Mateo, Calif.; *secretary*, Anson B. Barber, Madison College, Harrisonburg, Va.; *treasurer*, Bernard A. Shilt, public schools, Buffalo, N. Y.; *ex officio*, Hollis P. Guy, University of Kentucky, Lexington, Ky.; *coordinator*, Frances Doub North, Western High School, Baltimore, Md.; *directors*, D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pa. (term expires 1945); Mildred E. Taft, Colby Junior College, New London, N. H. (term expires 1945); L. H. Diekroeger, Hadley Technical High School, St. Louis, Mo. (term expires 1944); Dorothy L. Travis, Central High School, Grand Forks, N. Dak. (term expires 1944); Hamden L. Forkner, Teachers College, Columbia University, New York City (term expires 1943); Icie B. Johnson, Senior High School, Amarillo, Texas (term expires 1943); Mildred J. O'Leary, Swampscott High School, Swampscott, Mass. (term expires 1943.)

GENERAL INFORMATION

Today the Department of Business Education stands as the largest and oldest association of business teachers in the world. On September 1, 1941, a permanent office was established at the National Education Association's headquarters, 1201 Sixteenth Street, N. W., Washington, D. C.

The members of the Department owe much gratitude to the grand men and women who pioneered in the work of the organization, and to those who are giving so unselfishly of their time, finances, and intellect to advance the cause of business education in an organized manner.

The Department meets once each year in July. The annual dues, \$1, are payable to the secretary. The chief publication is *The National Business Education Quarterly*.

THE STORY OF THE FUTURE BUSINESS LEADERS OF AMERICA

WAYNE HODGES, SCHOOL OF BUSINESS ADMINISTRATION, UNIVERSITY OF
TENNESSEE, KNOXVILLE, TENN.

The traditional American high schools developed largely from the secondary schools of England and the European continent during the eighteenth

century. The tasks American high schools were called upon to do were far from those of the European schools and consequently the American schools were unable to solve the problems with which they were confronted by additions to the regular curriculum offerings. As a result of this inadequacy, activities in the form of clubs and societies began to come into existence.

Educators were not quick to accept these new activities. They resisted their incursion into the school program until it was evident they were in the life of the school to stay. Later, however, they saw the great values of these organizations and took over the responsibility of sponsoring and supervising them.

Contemporary thought has taken the position that these activities should contribute definitely and directly to the increased mastery of the subject-matter by the pupils. During the past fifteen years, subjectmatter societies have been organized in a number of areas of learning. The most recent one, and the one of major interest here, is the Future Business Leaders of America. Others are the Future Farmers of America, Future Teachers of America, and the Future Craftsmen of America.

The Future Business Leaders of America, organized during early 1941, was the result of an effort to assist business teachers to secure higher types of students for the commercial departments of the high schools. The organization is sponsored by the National Council for Business Education and is under the direct supervision of Hamden L. Forkner.

While many schools thruout the country have had a commercial club, these clubs have been separate units without a national program or organization and without unified plans for cooperative action. It is thru these two provisions that the National Council hopes to render a distinct service to the teaching profession and to business education.

Considerable significance is attached to the development of the Future Business Leaders of America by leading business educators. It will probably become one of the most vital factors in business education during the next few years. In order to assume this position, however, the organization must receive the best sponsorship and guidance which the business teachers of this nation are capable of giving to it.

PRESIDENT'S MESSAGE

HOLLIS P. GUY, PRESIDENT OF THE DEPARTMENT, UNIVERSITY OF
KENTUCKY, LEXINGTON, KY.

We assemble here today under circumstances of more than ordinary interest. First, we will observe the fiftieth anniversary of our organization as a department of the National Education Association; and second, we shall give serious consideration to those problems which have been thrust upon us by the grim realities of war.

Because of the impact of World War II and its demand upon business teachers, the Department of Business Education is attempting to adjust its program to meet the needs of the war emergency. The problems which are

confronting teachers of business subjects in this critical time have been given precedence over the pageantry and fanfare which ordinarily accompany the celebration of a golden anniversary.

The Department of Business Education was created in response to a petition read at the annual meeting of the National Education Association which was held in Saratoga Springs, New York, on July 12, 1892. The organization presenting the petition was composed of approximately twenty teachers who were members of the Business Educator's Association of America which was originally founded in 1878 as the Business College Teacher's and Penman's Association.

The past half-century marks the rise of business training in public schools. In 1892 the American Bankers Association sent Professor Edmund J. James, director of the Wharton School of Commerce, University of Pennsylvania, to make an investigation of commercial education in Europe. The report of Professor James' investigation was widely read and, as a result, many public schools added business training to their curriculums or established commercial high schools for the training of office workers.

Thruout the past fifty years, the Department of Business Education has endeavored to establish and maintain those principles and ideals which rightfully belong to business education. It should be of interest to those of you located in Denver to know that one of the earliest contributions published thru the effort of the Department was planned at its meeting which was held in this city in 1895. The monograph published was entitled "A Suggestive Outline of Business College Studies." The report may be found in the NEA *Proceedings* for the year 1896.

The growth of business training in our public schools has been consistent with the demands of business. There is evidence of progress in our training, yet there is an amazing similarity of problems presented by business teachers thruout the past fifty years, some of which are the conflict between the classicists and vocational educators, the scope and content of courses, and down-grading and up-grading of courses.

Some of the greatest reforms in history have come in times of crises. The unparalleled opportunity that business education has of contributing to the war program must be foremost in the minds of business teachers.

Curriculum adjustments are being made in many of our schools to provide more adequately for prospective office workers and in-training members. I am optimistic for education and more especially for business education since the war program has turned the spotlight upon our respective abilities and possibilities. Business courses are being put into schools where they were not welcome before. Few schools delete such courses after they have been established.

Teachers in other fields and school administrators who have entertained curious notions about business courses are beginning to understand the fundamental truth that education for business is a vital part of our national program in time of peace as well as in time of war.

It is our duty to produce the best trained and the largest number of office

workers that we can train during the present crisis. I urge you to give each pupil the opportunity to learn one job effectively in order that he may become productive immediately. Office workers in defense industries no longer are expected to carry on a multiplicity of duties. If the worker performs one duty well, that is all to be expected of him at this time. Train your pupils for specific jobs and in that way you will relieve industry and governmental agencies of preparing initial workers while on the job.

The problems confronting us as business teachers call for determination and courage. It is hoped that thru the many deliberations and discussions during this convention the Department of Business Education will contribute substantially to the war program.

LOOKING AHEAD IN BUSINESS EDUCATION

HARL R. DOUGLASS, COLLEGE OF EDUCATION, UNIVERSITY OF COLORADO,
BOULDER, COLO.

Immediately when the war is over, whether we win it or not, we will discover that we no longer need on their present jobs more than a fifth of the six to eight million men who will be under arms or more than a fifth of the twenty to twenty-five million men and women who will be at work in war industries. Their sources of income will be stopped. Their purchasing power will be limited to their savings, if any, and will for most of them be soon exhausted. They will then be forced to depend upon the income of others. The total purchasing power will be decreased and consequently the nonmilitary industries will face a shrunken and shrinking market, will lay off some of their employees, and thereby further decrease purchasing power.

Another type of problem we will face after the war is the reconstruction of world order and world business. Here again there is great need for greater background in economics and business education on the part of the common voter. Congress and the Department of State can succeed in bringing about international economic order and relations that will lead to the preservation of peace and the restoration of economic prosperity only if they can hope to gain the support of the common people.

In the years ahead, the American citizen must know far more about other countries—what they produce, what they import, what their economic problems are, and how we can do business with them in a way which is of mutual advantage to both countries and to the common good of all Americans—not merely to increase the wealth of a few of us in ways which are not to the interest of all of us and in ways which are not to the interest of other countries.

There are certain trends which will be more pronounced in the years ahead than in the past. Business education is coming more and more to emphasize the values of general education along with vocational education. In past decades we have thought of business education almost entirely in terms of training the few for a job—a salesman, a stenographer, a bookkeeper, or a plant or store owner, manager, or foreman. Lately we have

begun to see the possibilities and great need for education of all for their business needs—and these business needs have become constantly greater and more technical.

In concluding, I shall mention most briefly other things to come in the next few years ahead that should not be overlooked. After the war, there will be a great increase in junior-college enrolments and in short intensive courses. Business education should be prominent in these curriculums. At the high-school level, general business education should expand and increase. Vocational business education will become more than ever an important part of post-high-school training.

OFFICE MACHINE INSTRUCTION NEEDS IN THE ACCOUNTING FIELD IN WARTIME

MARY STUART, BRIGHTON HIGH SCHOOL, BOSTON, MASS.

In wartime the need for increasing and speeding up production is of major importance to every citizen. To keep war and defense material rapidly and steadily flowing, the paper work that is necessary to figure costs, inventories, payrolls, and so forth, at each step must be executed with great dispatch.

In times of peace we train our pupils mainly for business offices but in wartime we have other fields demanding well-trained workers. Not only must the defense industries be rapidly supplied but also the armed forces. As the military groups expand there is a parallel expansion in military record-keeping. As the military forces increase, there naturally develops an increase in the branches of the federal government that must be manned by civilians. Therefore, wartime finds us facing a shortage of properly trained office workers in the defense industries, in the armed forces, in civil service, and in the business offices.

Accounting, bookkeeping, and record-keeping in the modern world, wartime or not, have become highly mechanized processes. Yet, with all the mechanization, there is still a need for training in the theory and the principles of manual bookkeeping *as a machine is never any better than its operator.*

How much should the bookkeeping and accounting teacher know about office machines? He does not necessarily need to acquire an operator's skill that meets the production standards of business; that may properly be left for the teacher of office machines who is developing skill. There are three things he should know: (a) the machine application to the different phases of bookkeeping; (b) the operation of the commonly used office machines; (c) the use office management should make of office equipment and machines to expedite work.

Our emphasis in wartime should be placed upon the study and the making of new job analyses if we are to make effective curriculum changes.

The needs of pupils cannot be attended to until our needs as teachers are first taken care of in the light of present conditions. As bookkeeping and

accounting teachers we should have a broad outlook on the entire field of accounting as it is practiced; know more than just the subjectmatter of our particular course; know business by mingling with business people, by joining their professional associations, by knowing actual business procedures, by reading the literature that has been prepared for businessmen and accountants; and most essential of all by being progressive and alert.

PROGNOSIS TESTS FOR STENOGRAPHY STUDENTS

MARSDON A. SHERMAN, DIRECTOR OF SECRETARIAL TRAINING AND
INSTRUCTOR, DEPARTMENT OF BUSINESS, SALINAS JUNIOR
COLLEGE, SALINAS, CALIF.

At the present time, when our thinking runs toward the conservation of resources, we should consider it a real challenge to attempt a study which would eventually result in the conservation of human resources. Too frequently students drop out of stenography at the end of the first or second semester and find that for all business purposes they have nothing to show for their effort or the time spent on the subject. If we could discover some method of detecting the failures before they enter stenography, the saving in man-hours of effort for both the teacher and student would be great.

Many of our studies thus far have tried to reduce the prognosis of success in stenography to the exactness of a mathematical problem. This, however, seems impossible when we consider the many variable factors which enter into the success or failure of a student.

These variable factors include such things as teacher differences which in turn include personality, variations in grading, and teaching methods. They include student differences with respect to the student's reasons for taking stenography and his needs for the subject. The school, its location and facilities, are factors which cannot be controlled in making a prognosis study of success in stenography. The difficulty lies in the fact that all these factors may contribute to the failure of a student even tho he has all the necessities of success.

In making further studies in prognosis, it may be necessary to change our methods of approach. Perhaps we should study the failures and successes of the past and from their case studies discover the background, goal, and objectives of these students and make our determining factors coincide with those qualities which seem to be present in those students studied. This still leaves the variable factors to take some toll of the students, but even the elimination of part of the failures before they become failures is a step in the direction of success.

SOME CURRICULUM ADJUSTMENTS IN THE COLLEGIATE SCHOOLS OF BUSINESS TO MEET THE NEEDS OF THE WAR PROGRAM

EDITH L. SCHNELL, DEPARTMENT OF SECRETARIAL SCIENCE, UNIVERSITY OF DENVER SCHOOL OF COMMERCE, DENVER, COLO.

American universities have two functions: to offer higher education and advanced training, and to add to the sum of human knowledge thru fostering research and stimulating creative effort. This speech will not discuss research except to point out that it is the basis of all good training, especially in wartime.

Most of the energy of university faculties is devoted to replenishing the supply of needed specialists and leaders, providing and preserving seed corn for future crops, and building morale thru understanding.

Total war demands from collegiate business schools such specialists as economists, accountants, statisticians, executives, and private secretaries. But we cannot furnish a continuing supply unless enough professors remain in the colleges to tend the future crop and enough promising students are in college to become the future crop. All concerned must cooperate on this task.

Refresher and supplemental training to older men and women must also be provided. Perhaps a three-step program should be adopted similar to industry's retraining program for factory workers, with its pre-employment training, training on the job, and up-grading. Emphasis should be placed on progress at the individual's own rate.

Lessons from army, industry, and all other sources should be used to find more ways to improve training. In secretarial courses, however, what we must emphasize is not speedy courses that produce poor stenographers and clerks but courses long enough to secure the automatic skill response, and with background and standards that produce accurate, speedy stenographers. In all classes we must emphasize developing maturity in our students.

In morale building we wartime teachers must provide opportunity for students to discuss their doubts and difficulties, and we must ourselves have understanding and the long view if we are to handle their questions. It should help us to remember that this total war is only a continuation of humanity's long struggle against ignorance, prejudice, intolerance, and greed, and that teachers have always been in the thick of that struggle. Out of accumulated experience they can help young recruits toward a sound footing based on understanding; toward a long view from the vantage point of a knowledge of history and science; toward enlightened willingness to sacrifice for a cause they believe in; and toward a readiness to take their place in a new and challenging world.

Other convention addresses may be found in the fall issue of *The National Business Education Quarterly*.

DEPARTMENT OF CLASSROOM TEACHERS

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Harold H. Blanchard, 412 City Bank Building, South Bend, Ind.; *executive secretary*, Hilda Maehling, 1201 Sixteenth St., N. W., Washington, D. C.; *vicepresident*, C. Marguerite Morse, Box 447, Clearwater, Fla.; *secretary*, Regina E. Smith, 70 Academy Ave., Providence, R. I.; *director ex officio*, Katy V. Anthony, Gresham Court, 1030 W. Franklin St., Richmond, Va.; *regional directors*, northeastern, Mabel Studebaker, 426 E. Tenth St., Erie, Pa.; southeastern, Margery Alexander, Box 744, Route 7, Charlotte, N. C.; north central, Jean Armour MacKay, 121 Highland Ave., Highland Park, Mich.; south central, Mrs. Beulah Keeton Walker, Route 5, Box 245, Dallas, Texas; northwestern, Elidia A. Salverson, 118 W. 83d St., Seattle, Wash.; southwestern, Wilbur W. Raisner, 419 Munich St., San Francisco, Calif.

HISTORICAL NOTE

The Department of Classroom Teachers held its first session at the St. Paul meeting, July 8, 1914. It was organized in response to petitions representing classroom teachers in all parts of the country. The Department was reorganized under a constitution at the Boston meeting in July 1922. For amendments see *Proceedings*, 1923:578; 1929:365; 1931:390-91; 1932:333-34. The Department of Classroom Teachers cooperates with the National League of Teachers' Associations.

This Department meets at the time of the annual meeting of the Association. The chief publications are the *News Bulletin* and a yearbook.

THIRD ANNUAL SUMMER CONFERENCE

University of Denver, Denver, Colorado

July 6-17, 1942

Sixty-five teachers from all parts of the country considered together the theme "Meeting Our Responsibilities as Classroom Teachers." This interesting and profitable conference was planned and arranged by Katy V. Anthony, president of the Department of Classroom Teachers of the National Education Association, and Eleanor F. Edmiston, secretary of the Department. Irwin O. Addicott, professor of education, University of Denver, assisted by Vivienne S. Worley, president of the Denver Classroom Teachers Association, was the director of the conference, representing

the University. A well-balanced program met the study and recreational interests of the teachers. Lectures, individual and group conferences, library reading, observation in the Demonstration School, guided study tours of the environs, and "clinics" on the practical problems of teaching were planned as part of the program. Guided trips into the high Rocky Mountain Parks, to the world famous Red Rocks Open Air Theater, and the Central City Play Festival were offered as part of the recreational program. The extent of participation rested with the individual.

Complete living facilities were provided in the beautiful dormitories of the Colorado Woman's College. One of the most enjoyable features of the conference was the luncheon hour.

Besides the college credit acquired, many lasting friendships were made. A questionnaire sent out disclosed the demand for another conference to be held in 1943 at or near the convention city.

REPORT OF THE PRESIDENT, 1941-42

KATY V. ANTHONY, TEACHER, BINFORD JUNIOR HIGH SCHOOL,
RICHMOND, VA.

The second national conference was held at Teachers College, Columbia University, July 7-18, 1941, on "A Modern Curriculum for Children and Youth of Today." A third national conference was held at the University of Denver, July 6-17, 1942, on "Meeting Our Responsibilities as Teachers."

Regional conferences were held at Miami, Fla.; Lexington, Ky.; New York City; Salt Lake City; and two at Chicago.

Convention programs were presented in February and July. The Department sponsored meetings for presidents of teachers associations and for representatives of state departments of classroom teachers. Officers of the Department made field trips into thirty-five states.

Publications—The *News Bulletin* was issued in November, February, and May. An official report was also published. A new handbook is being published.

The Department cooperated with the American Council on Education and the NEA in the work of the National Committee on Education and Defense; with the Commission on Teacher Education in sponsoring a joint meeting on Teacher Education (a voting representative of the Department attended the May meeting in Chicago); with the Research Division of the NEA; and with Phi Delta Kappa in sponsorship of the *Dictionary of Education*. The president of the Department, as an ex officio member of the Educational Policies Commission, attended four meetings.

With an office secretary, one typist, and the president furloughed with pay by the schoolboard of Richmond, Virginia, official headquarters were maintained in the NEA building. At the Denver convention, June 1942, Hilda Maehling of Terre Haute, Indiana, was elected executive secretary of the Department.

SECRETARY'S MINUTES

Denver, Colorado

Tuesday, June 30, 1942

Second Session—Business Meeting

The meeting was called to order at 2:05 by the president, Katy V. Anthony.

The chairman of the Rules Committee gave his report. Motion was made, seconded, and carried that the report be accepted as read.

Motion made by Wayne F. Bowen, duly seconded and carried, that reading of the minutes of the Boston meeting be dispensed with.

Harold H. Blanchard read three proposed amendments to the constitution and bylaws to define "classroom teacher." After much discussion it was moved and seconded that the constitution be amended by the adoption of the following amendment:

The term "classroom teacher" shall mean any person devoting the majority of his time to classroom teaching or allied work considered as teaching in the local salary schedule, provided such person shall have no power of rating other teachers in service.

The second proposed amendment to the constitution and bylaws, to set up a revised method of electing officers of the Department by (a) nominating committee, (b) petition, or (c) from the floor, was lost by one vote.

The third proposed amendment was to set up a delegate representative assembly in the Department. Motion was made, seconded, and carried to refer the matter to the Constitution Committee for further study and revision and to report at the next convention.

Nomination of officers was the next order of business. The following were nominated: president, Harold H. Blanchard, South Bend, Ind., and Wilbur W. Raisner, San Francisco, Calif.; vicepresident, C. Marguerite Morse, Clearwater, Fla.; secretary, Marva Banks, Salt Lake City, Utah; H. C. Roberson, Lima, Ohio, and Regina Smith, Providence, R. I.; north central regional director, Jean Armour MacKay, Highland Park, Mich.; northwestern regional director, Mrs. Gladys Barnes, Spokane, Wash., Elidia Salverson, Seattle, Wash.

Presentation of resolutions was postponed until Wednesday's meeting.

The meeting adjourned at 5:35 P.M.

Wednesday, July 1

The meeting was called to order at 2:10 P.M. by the president, Katy V. Anthony. Leonore Holliday, chairman of the Resolutions Committee, read her report in sections. After each section had been discussed and amendments or deletions made from the floor, Miss Holliday moved for its acceptance. The various motions were seconded and carried until the entire report had been accepted.

RESOLUTIONS

Denver, Colorado

June 1942

Teacher Responsibility in Wartime

WHEREAS, Our nation is engaged in a war to preserve the liberty and cultural heritage of the American people, we, the Department of Classroom Teachers, earnestly seek to devote our talents and energies to this national call to colors. We hereby resolve:

1. That teachers pledge continued loyalty to the government in the war effort and express their willingness to cooperate with the government in any task assigned to us as individuals or as teachers; that we go on record as appreciative of the public confidence bestowed on us by the entrusting of sugar rationing to our profession.

2. That the schools give free use of buildings and equipment to the community to enhance the war effort.

3. That school staffs adapt the curriculum to fit wartime needs and that they take cognizance of the curriculum changes important to postwar education.

4. That boards of education grant leave of absence without loss of rank (seniority, tenure, and retirement) to teachers called to active service in the armed forces by draft boards, and to teachers holding reserve commissions prior to Pearl Harbor who are ordered to active duty, and to those who volunteer in the armed forces; that draft boards be asked to consult local superintendents of schools as to the most effective placement of those members who are called.

5. That teachers foster a definite plan for intercultural exchange between sections of the United States and between the United States and other nations of the Western Hemisphere, this exchange to include pupils, teachers, and curriculum materials.

6. That schools institute an active program looking toward the formulation and maintenance of a just postwar peace.

7. That teachers express sympathy and admiration for teachers all over the world who have fought and endured so courageously to keep alive the democratic ideals of our profession.

8. That the discussion of controversial subjects to the extent or in such a manner that civilian morale be undermined cannot properly be interpreted as academic freedom.

9. That teachers deplore the extent of illiteracy revealed by military statistics and urge our Army leaders to utilize the service of qualified teachers to remove this hindrance to our common defense.

Citizenship

WHEREAS, The democratic form of government is an ideal of every American teacher, and its preservation and interpretation the chief function of the public schools, we, the Department of Classroom Teachers, resolve:

1. That teachers keep constantly before their pupils the responsibilities which a democratic form of government brings as well as the privileges it bestows.

2. That the activities of the Citizenship Recognition Committee of the NEA toward intelligent voter participation be approved.

3. That men and women shall have equal legal status thruout the United States and in every place subject to its jurisdiction.

4. That children be urged to continue their educational program in harmony with the policy of the federal government, and that further aid to parents be given thru the form of exemption allowances for dependents of any age attending college in the national income tax law.

Public Relations

WHEREAS, We have in various local communities citizens who fail to understand school problems, we, the Department of Classroom Teachers, should endeavor to remove public criticism from our profession by seriously striving to accomplish the following:

1. Improvement in the practice of our profession to the end that our teaching skill shall continually develop and grow.
2. Effecting a closer bond between the home and the school by urging:
 - a. That all teachers be members of and participate in parent-teacher organizations.
 - b. That, whenever it is possible, teachers become acquainted and meet with the parents of their students.
3. The selection of the finest leadership possible for local, state, and national organizations.
4. The assumption by the teacher of his responsibility as the king pin of public relations in his school system and his recognition that the attitude of the public reflects the composite attitudes of his pupils; encouragement of teacher participation in community activities, realizing that such service fosters goodwill among citizens toward the schools.

Tenure

WHEREAS, Teacher tenure is essential to attract and hold the ablest, most courageous, and most socially-minded members of our profession; and

WHEREAS, Without such tenure our schools will be manned by teachers under the control and domination of fear; and

WHEREAS, Such uncertainty lessens teaching efficiency and prevents the development of courageous, democratic, and socially-minded citizens; therefore, we, the Department of Classroom Teachers, resolve:

1. To commend the National Education Association for setting aside an annual budget of \$10,000 to use in securing tenure and to request that it continue this policy.
2. To urge the National Education Association to retain tenure as one of the planks in its Platform.
3. To ask that the executive secretary of the National Education Association be instructed to work with the Committee on Tenure, using the services which the National Education Association provides to assist the Committee in supporting, assisting, and initiating movements to secure tenure, to improve tenure laws, or to repel attacks on tenure in as many places as the Committee deems strategic.
4. To urge the improvement of teachers in service thru their own efforts and those of professional organizations.

Retirement

WHEREAS, The assurance of comforts and dignity in old age is necessary to secure and to hold the best type of teachers, we, the Department of Classroom Teachers, resolve:

That in order to promote efficiency in public education, teachers in every state should seek to establish reasonable and/or actuarially sound retirement systems to the support of which the state and/or the locality and the teachers contribute.

Salary

WHEREAS, We recognize that teacher preparation is of equal importance at all instructional levels;

WHEREAS, Unwarranted differentials in salaries tend to divide the teaching; we, the Department of Classroom Teachers, resolve:

To endorse the principle of the single salary schedule which provides equal pay for equal training, service, and experience.

WHEREAS, Thruout the United States there has been an increased cost of living, with wages tending to increase, and whereas teachers on a fixed salary schedule are thereby suffering an actual decrease in salary, we, the Department of Classroom Teachers, resolve:

To urge that schoolboards adjust teachers' salaries to keep pace with the rising cost of living.

WHEREAS, The Congress of the United States has considered certain tax bills based upon weekly pay rolls which would affect teacher salaries adversely, we, the Department of Classroom Teachers, resolve:

To request Congress to adjust tax measures to the school year in each locality in such a manner that the tax burden of the teacher is equitable in relation to the tax burden of other salaried officers.

Teacher Load

WHEREAS, In many schools certain teachers carry a much heavier load in number of students per class, or in extracurriculum activities, or in both; we, the Department of Classroom Teachers, request:

1. That superintendents of schools make a careful and analytical study of each teacher's load, with a view toward equalizing assignment of duties and responsibilities.

2. That local teachers associations be urged to have a teacher load committee to consider relative assignments of individual teachers.

Classroom Teacher Organizations

WHEREAS, The Department believes that classroom teachers' problems can best be solved thru the teacher's own active, interested efforts; we, the Department of Classroom Teachers, resolve to:

1. Urge the organization and continuance of classroom teacher associations and the affiliation of these with state and national professional associations.

2. Express our appreciation of those progressive and far-seeing administrators, who, realizing that strong classroom teacher groups are assets and not liabilities, have encouraged the work of such groups.

3. Approve the action of boards of education in releasing teachers without loss of pay to participate in professional organization activities.

School Support

WHEREAS, The schools are a first line of defense in the war effort, and the present tendency to reduce nonmilitary expenditures threatens the maintenance of our educational systems, we, the Department of Classroom Teachers, resolve that:

1. National, state, or local financial support of schools be sufficient to insure the rights of children during the present war.

2. The program of the Commission on the Defense of Democracy thru Education of the National Education Association be commended and its continuance be recommended.

The National Education Association

WHEREAS, There is a vital need for a unified profession as signified by an increased membership and participation in the National Education Association, we, the Department of Classroom Teachers, resolve:

1. That adequate financial support be given the various committees of the Department that they may function more effectively.

2. That at least 50 percent of every national education committee or core committee be classroom teachers.

3. That the splendid service of President Katy V. Anthony and her officers and committees be heartily commended.

4. That the regional conferences under the leadership of classroom teachers be commended and adequately financed.

Hospitality

The Department of Classroom Teachers wishes to express its heartiest appreciation for the kind and generous hospitality extended to every visiting member by the Denver and Colorado Classroom Teachers Associations in their historic and fascinating city.

Submitted by the Resolutions Committee:

LEONORE HOLLIDAY, Cincinnati, Ohio, *chairman*

BUDGET FOR THE YEAR 1942-43

Officers

1. Field work	\$3,000.00
(This includes travel, hotel, meals, and telephone and telegram charges for ten officers)	
2. Local clerical service.....	300.00
(Typing, mimeographing, postage, supplies)	
3. Regional conference	1,200.00
(For six directors at \$200 each; includes all expenses involved in planning such conferences)	
4. Conventions	3,000.00
(Ten officers and executive secretary at two conventions)	
5. Summer conference	415.00
(Two weeks' conference at University of Denver, Denver, Colorado; ten officers)	

Headquarters

6. Salaries	4,200.00
7. Printing	1,000.00
(News Bulletin, Official Report, other publicity, letterheads, etc.)	
8. Office expense	1,000.00
(Supplies, mailing room service, postage, express, mimeographing, and telephone and telegram charges)	

Contingency Fund

9. This item is included in the budget annually for substitute salary for president, and to cover miscellaneous expenditures, including committees	1,885.00
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TOTAL	\$16,000.00
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REPORT OF COMMITTEE ON RULES

The order of business for June 30 and July 1 shall be as printed in the *Official Program*.

1. *Call to order*

The president shall take the chair.

2. *Order of business*

Report of Committee on Rules

Minutes of the Boston meeting

Report of Constitution Committee

Report of Resolutions Committee

Report of Committee To Define Classroom Teacher

Nomination of Officers.

Business Session, Wednesday, July 1

1. *Call to order*

The president shall take the chair.

2. *Order of business*

President's report and recommendations

Reports of other officers

Reports of committees:

Academic Freedom

Defense

Equal Opportunity (no report)

Legislative (no report)

Professional Relations

Retirement (no report)

Salary

Tax Education

Teacher Education

Tenure.

GENERAL RULES

1. The elections shall be by ballot on Wednesday, July 1, 1942.
2. The booth and ballot boxes will be located in the Women's Club just outside the ballroom.
3. Ballot boxes will be opened from 12:00 noon to 4:00 P.M.
4. Only classroom teachers may vote. Display classroom teacher identification card when request is made for ballot.
5. There shall be no soliciting of votes or distributing of literature near the place provided for registration and voting. Members of the Election Committee shall assist in enforcing this request.
6. Speakers making nominating speeches shall not use more than three minutes of time.
7. The order of business for each session shall be as printed on the program.
8. All new business shall come before the group during the Wednesday afternoon session at a time designated by the president.
9. *Robert's Rules of Order* shall prevail during the entire program.

THEY WANTED BETTER SCHOOLS

EDGAR G. DOUDNA, SECRETARY, BOARD OF REGENTS, MADISON, WIS.

The trail of the pioneer became a highway marked by farms, towns, homes, churches, and schools. Growing with the frontier the school became the symbol of its social ideals and its principal means of perpetuation. From the log and sod schoolhouse devoted to the three R's, it expanded verbally and horizontally until it included almost every person under twenty and almost every activity known to man. Education and schools became synonymous. Knowledge increased so rapidly that cyclopedias had to undergo yearly revision. No one could compass it. Specialization was inevitable and social understanding more difficult. But always they wanted better schools to interpret, change, and perpetuate—permanently *conserving* but not *reforming* agencies or agencies dedicated to making a new social order.

After a century of slow development of schools in America, an educational revolution was under way by 1900, the close of the century of expansion. The successes of that century made it seem that the democratic experiment taking form as the American dream had proved itself and would be self-perpetuating. The answers to most of the problems of government, economics, and social adjustments would be solved by science.

The basic answers had been found; those remaining were largely problems of adjustment and adaptation. Science was the key with which to unlock the door to an *Age of Reason* and a *Reign of Law*. Schools and colleges, education and research were the hope of mankind.

The new day demanded a new education in a social climate whose barometer indicated a high pressure area of science and experimentation. So the revolution began; all dogmas were re-examined, tested, and often discarded. The science of measurement seemed to have no competitor. Statistics and statistical methods influenced all practice and that which could not be measured, charted, graphed, and converted into formulas was of doubtful value. Educational absolutes seemed attainable.

Psychology underwent a dozen revolutions and became a mass of contradictory materials. The curriculum expanded and became "child centered"—administrative machinery seemed an end in itself. By 1930 the scientific revolution was complete. Now there is a definite reaction, and history, philosophy, and geography are all again asserting themselves. The people still want better schools.

THE DRAMATIC APPROACH TO TEACHING

H. WAYNE DRIGGS, NEW YORK UNIVERSITY, NEW YORK, N. Y.

Good teaching embodies many elements of the drama. In a lesson well taught there is suspense, conflict, action, dialogue, and pantomime. These go to make up the dramatic situation whether it be upon the stage or in the classroom.

The simple things demonstrated here today with these fine boys and girls are not new. Teachers interested in motivating pupils long before have known and used such without calling them dramatic. There is nothing startling in what we have done unless it is to recognize the dramatic element in teaching. Somehow, to me, teaching as a process of learning is closely linked with the drama. A fact to be learned may not in itself be thrilling but the process of learning it often is thrilling. To the scientist a formula developed may epitomize years of challenging research. Will he not therefore fairly dance upon its completion! The teacher's task is to re-create for the child, as nearly as possible, the steps taken in the discovery of the fact. This helps the child vicariously to share the achievement of him who would discover truth.

How can this be done dramatically? I would say by seeking out the action spots in the learning process. Every set of facts to be taught has them. Within these may be found the suspense, the conflict, the action, the dialogue, and the pantomime that goes to make up a dramatic situation.

Must every lesson be taught the dramatic way? Certainly not. Make the beginning lesson of the new unit of teaching, the event. This will take more time to prepare of course. But so does any well-directed play. The lasting effect of either, however, will pay for all the effort spent. Shakespeare has said, "No profit grows where there is no profit taken."

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Sarah L. Young, principal, Parker School, Oakland, Calif.; *first vicepresident*, Robert H. Edgar, principal, Bedford School, Pittsburgh, Pa; *second vicepresident*, Laura E. Kellar, principal, Atwater School, Shorewood, Milwaukee, Wis.; *third vicepresident*, Mrs. Florine Howes Elrey, principal, Central School, Mamaroneck, N. Y.; *fourth vicepresident*, Raymon W. Eldridge, principal, Lawrence School, Brookline, Mass.; *fifth vicepresident*, Eugene H. Herrington, principal, Ebert School, Denver, Colo.; *executive secretary*, Eva G. Pinkston, 1201 Sixteenth St., N. W., Washington, D. C.; *Executive Committee*, Elizabeth R. Malcolm, principal, Truman Street School, New Haven, Conn. (term expires 1943); Irvin A. Wilson, 437 South Stone Ave., La Grange, Ill. (term expires 1944); Lester J. Nielson, 724 Windsor St., Salt Lake City, Utah (term expires 1945); Marjorie Walters, principal, Harrison School, Cedar Rapids, Iowa (term expires 1946); *Certification Division*, Cassie F. Roys, 2609 Bristol St., Omaha, Nebr.; *Life Membership Division*, Herbert C. Hansen, 1045 N. Lockwood Ave., Chicago, Ill.; *Professional Relations Division*, Mason A. Stratton, School Administration Building, 1809 Pacific Ave., Atlantic City, N. J.

ACTIVITIES

As the Department of Elementary School Principals completes the year it can look back over another period of achievement. Besides the splendid twentieth yearbook, *Language Arts in the Elementary School*, and five issues of *The National Elementary Principal*, members for 1941-42 received a complimentary monograph on *How to Know and How to Use Your Community*. This 80-page publication has proved most valuable, especially during these times of war and unrest.

The Sixth Annual Conference on Elementary Education, which was sponsored by the Department and which was held at the University of Colorado, Boulder, July 6-17, 1942, was another highlight of the Department's activities. One hundred and thirty elementary-school principals, supervisors, superintendents, and teachers from twenty-eight states enjoyed this two weeks of inspiring programs and recreation.

At the winter meeting of the American Association of School Administrators, February 28-March 2, 1942, San Francisco, and at the summer

meeting of the National Education Association, June 28-July 2, 1942, at Denver, the Department held two general sessions, a breakfast, and a banquet. The splendid addresses and panel discussions have been printed in *The National Elementary Principal*, official publication of the Department of Elementary School Principals. This bulletin can be obtained by writing to the Department at 1201 Sixteenth Street, N. W., Washington, D. C.

CONVENTION FESTIVITIES

San Francisco, California

February 21-26, 1942

The Brown Palace Hotel was the center of activities for the Department of Elementary School Principals at its meetings in San Francisco, February 21-26, 1942. As has been the custom for the past several years, the convention was started with an acquaintance breakfast on Monday morning, February 23. The two general sessions held on Monday and Tuesday afternoons (February 23-24) were in the beautiful Gold Ballroom, and on Monday evening in this same spacious room 324 members and friends of the Department gathered for a delicious banquet and an evening of delightful entertainment.

Acquaintance breakfast—Those who have been privileged to enjoy Californian hospitality know that it is served early and late—always with the correct amount of seasoning. At the early hour of 7:30 PWT, 124 elementary-school principals and their friends arrived at the Concert Room, Brown Palace Hotel, to enjoy a nourishing breakfast, the Oakland Quintette (Dan Gilson, leader), the announcements for the week, a welcome by Sarah Young, the plans for the Sixth Annual Conference by Harl R. Douglass, a word from the Lees (J. Murray and Dorris), a greeting from Helen Heffernan, introductions of other distinguished guests, and lots of delightful singing.

The banquet—The program planned by the Los Angeles principals had to be changed at the last minute because of war conditions. Therefore, C. W. Preston, president of the Los Angeles Principals' Club, and his able assistant, Mrs. Evalyn E. Dobyns, are to be doubly congratulated, for they arranged an evening of delightful entertainment. The 324 guests enjoyed a group of boys and girls dancing, heard Charlie Marshall and his Mavericks render real western music, and were given the interesting history of California's first public schools.

EXECUTIVE COMMITTEE MEETINGS

San Francisco, California

Sunday, February 22—The officers of the Department of Elementary School Principals met in executive session on Sunday morning, February 22, in Room 2015, Brown Palace Hotel, San Francisco. Those present were: Robert H. Edgar, Pittsburgh, Pa., president; Sarah L. Young, Oakland,

Calif., and Lester J. Nielson, Salt Lake City, Utah, Executive Committee members; Herbert C. Hansen, Chicago, Illinois, director, Life Membership Division; and Eva G. Pinkston, Washington, D. C., executive secretary.

The president called the meeting to order and asked the secretary to read the letters and telegrams which had been received from those members of the official group who could not be present. These messages were appreciated very much and the secretary was instructed to let each absent member of the official group know that he or she was greatly missed.

A motion was made by Mr. Hansen, seconded by Mr. Nielson, that the minutes of the Boston meeting not be read, since they had been approved by the group and published in the October issue of *The National Elementary Principal*. Motion carried.

A motion was made by Mr. Nielson, seconded by Miss Young, that the Department of Elementary School Principals go on record as opposed to the acceleration of pupils in the elementary schools as a wartime emergency, as it is taking place in institutions of higher learning, but that pupils of the elementary schools continue to be advanced according to individual needs and abilities. Motion carried.

The seventh yearbook of the Department is a report of a Committee on Standards and Training for the Elementary-School Principal. When the convention met at Cleveland three years ago the officers thought it would be helpful to have a Committee on Standards for Elementary Education, and this committee could include material in its report regarding the training of elementary principals. After discussion it was suggested that the appointment of such a committee be deferred because the elementary-school principals associations of California and West Virginia were planning to make a similar study and the national Department would be duplicating the work done by these states.

A motion was made by Miss Young, seconded by Mr. Hansen, that a Committee on Standards for Elementary Education be appointed now, and that the national Department ask state groups, making this study, to send their findings to headquarters; that the Department give publicity to the work; that each state association of elementary-school principals be encouraged to make a similar study of its state; and that California and West Virginia be asked to let their reports be used as the beginning chapters of this progressive study. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Young, that *The National Elementary Principal* be devoted as much as possible during this war period to helpful articles and material and that stress be given to helps for the "betwixt and between age." Motion carried.

A motion was made by Mr. Nielson, seconded by Mr. Hansen, that the Department continue to buy United States defense bonds with the surplus cash in the permanent fund. Motion carried.

Meeting recessed until 9:30, Monday, February 23.

Monday, February 23—President Edgar called the meeting to order at 10:30 A. M. Those present were: Robert H. Edgar, president; Sarah L.

Young and Lester J. Nielson, Executive Committee members; Herbert C. Hansen, director, Life Membership Division; and Eva G. Pinkston, executive secretary.

The plans for the Sixth Annual Conference on Elementary Education, sponsored jointly by the University of Colorado, Boulder, and the Department of Elementary School Principals, were discussed. The secretary reported that 126 reservations had been received at headquarters. Appreciation was expressed for the splendid plans which Harl R. Douglass and his assistants are making.

A motion was made by Miss Young, seconded by Mr. Nielson, that the secretary be instructed to continue to send members the same type of membership card and certificate, unless prices for same were so high as to be unreasonable; then the secretary is to make a decision regarding the use of post cards as in depression years—1933-1936. Motion carried.

After a discussion of the subject presented by correspondence by Leslie Johnson, University of Kentucky, and Superintendent D. F. Dickerson, Nashwauk, Minnesota, a motion was made by Mr. Nielson, seconded by Mr. Hansen, that the secretary be instructed to write to both Mr. Johnson and Superintendent Dickerson and express the deep regret of the officers at not being able to respond favorably to their suggestions, because they feel principals are devoting all extra time to defense projects, and the DESP felt it could not ask any of its members to add to the ever increasing load borne by them. The officers present do commend the two gentlemen for making this most important study. Motion carried.

A letter from Charles M. Lamprey, director of the Model School, Roxbury, Massachusetts, was read by the secretary. A motion was made by Miss Young, seconded by Mr. Nielson, that the secretary be instructed to write Mr. Lamprey and express regret at not being able to comply with his request. The theme of the Denver program has been selected so as to coordinate with the general theme of the parent organization and the program is already planned. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Young, that an emergency committee be appointed, to consist of the president and two members of the official group, to carry on should the war conditions make it impossible for the Department to hold conventions and executive meetings; this committee to have full power to decide problems brought before the Department during this war period; and the meetings of this committee to be subject to call of the president at such times and places as he deems convenient to the group. Motion carried.

After a discussion of plans for the Denver meeting, June 28-July 2, 1942, President Edgar expressed his desire that the banquet program be centered around the topic, "The Department Becomes of Age." A motion was made by Miss Young, seconded by Mr. Nielson, that the secretary be asked to make the necessary arrangements for such a program. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Nielson, that the secretary be instructed to write letters of appreciation to all persons who

were responsible for making such lovely arrangements for meetings and social functions; to those who took part in the programs of the Department; and to Mr. Pillsbury and Mr. Shankland for allowing the Department to have a joint meeting with the AASA. Motion carried.

Meeting adjourned.

Wednesday, February 25—The following Department representatives met at 10:00 A. M. in the Tapestry Room, Brown Palace Hotel, to discuss problems pertinent to the Department and to make plans for the future: J. M. Childers, Portland, Oreg.; F. C. Darby, Delhi, Calif.; Robert H. Edgar, Pittsburgh, Pa.; Herbert C. Hansen, Chicago, Ill.; John L. Hutchinson, Los Angeles, Calif.; Marvin D. Jones, Merced, Calif.; J. F. Lichtenberger, Minneapolis, Minn.; Harley W. Lyon, Pasadena, Calif.; Lester J. Nielson, Salt Lake City, Utah; Eva G. Pinkston, Washington, D. C.; O. Dale Reynolds, Detroit, Mich.; Marie C. Wetzel, Omaha, Nebr.; and Grace V. Widemann, Gonzales, Calif.

EVA G. PINKSTON

Executive Secretary

SECRETARY'S REPORT

Denver, Colorado

June 28—July 2, 1942

One of the lovely Denver elementary schools, Ebert School, of which Eugene H. Herrington is principal, was the scene of both the Monday and Tuesday afternoon, June 29 and 30, general sessions of the Department of Elementary School Principals. The first meeting consisted of a presentation of the 1942 yearbook of the Department, *In-Service Growth of School Personnel*. This panel discussion was led by Nellie V. Lind, Denver, Colorado, chairman of the 1942 Editorial Committee. The second session was sponsored by the Denver Elementary School Principals and they, under the leadership of Eugene H. Herrington, presented an interesting program centered around the theme, "The Principal's Responsibility for an Enriched School Program."

Social Affairs

Breakfast—Eighty-seven elementary-school principals and their friends gathered at 7:30 A.M. on Monday morning, June 29, in Room D, Cosmopolitan Hotel, to enjoy the acquaintance breakfast. This first get-together of the Department was, as usual, a joyous affair. The arrangements made by the Hospitality Committee, of which J. B. Rishel, principal, Barnum School, Denver, was general chairman, and Edith Henry, principal, Wyatt School, Denver, was the breakfast chairman, were lovely. After a delicious meal, President Edgar introduced the Hospitality Committee, made the announcements for the activities of the week, and appointed the following Nominating Committee: Lester Nielson, Salt Lake City, Utah, *chairman*; Mason A. Stratton, Atlantic City, N. J.; C. W. Preston, Los Angeles, Calif.; Nellie V. Lind, Denver, Colo.; and Claude L. Williams, Chicago,

Ill. This social affair started the convention week off with the proper spirit.

Banquet—No finer spirit of friendliness could have been had anywhere than was had at the banquet of the Department on Tuesday evening, June 30, Emerald Room, Brown Palace Hotel. The principals and friends who gathered in the banquet hall expressed their pleasure and delight at the lovely decorations. Red, white, and rose carnations made up the bouquets of flowers at the head table. Each lady found at her plate a corsage and each gentleman a boutonniere.

Following the meal the banquet group was entertained by two musical selections from boys of the East Denver High School.

Since the Department was celebrating its twenty-first birthday, President Edgar gave special recognition to the life members who were present. Each life member was presented with a special life member badge to wear. After reading the number of life members the Department has in each state, the president asked those of this group who were present to stand. It was interesting to know that Aaron Kline, formerly of Chicago, Illinois, now of Sturtevant, Wisconsin, was the first life member, and that C. W. Preston, Los Angeles, California, is the newest. Mr. Edgar then presented each past-president with a past-president's key, each of which was engraved with the name of the past-president and the year he or she was president. This happy occasion was brought to a fine climax with a stirring address by Florence Hale, editor, *The Grade Teacher*, Darien, Connecticut, and a past-president of the National Education Association, who spoke on "Spiritual Values in Education."

Executive Meeting, Sunday, June 28

The following members of the official family met in the Blue Room, Cosmopolitan Hotel, Denver, Colorado, Sunday, June 28, 1942: Robert H. Edgar, president; Sarah L. Young and Lester J. Nielson, members, Executive Committee; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary.

The meeting was called to order by President Edgar. Letters and telegrams from the absent members were read and a motion was made by Mr. Stratton, seconded by Mr. Nielson, that the executive secretary be instructed to write to these absent persons expressing the deepest regret at their inability to be present at this convention. Motion carried.

A motion was made by Miss Young, seconded by Mr. Nielson, that the reading of the minutes of the San Francisco meeting be dispensed with since they had been approved and printed in the April issue of *The National Elementary Principal*. Motion carried.

A mimeographed report of the progress of the Department and the various problems facing it was presented to each member by the secretary. This report was discussed at length.

Possible improvements in the setup of the bulletin of the Department were discussed and it was the consensus that this next year it should contain

as much material as possible which would be of vital interest to principals during this war emergency. It was suggested that headquarters strive to increase the number of pages of the December and February issues as soon as finances permit.

A motion was made by Mr. Nielson, seconded by Miss Young, that the report of the Garden Committee of which Lyle Hotchkiss, Dearborn, Michigan, is chairman, be sent complimentary to 1942-43 members. It is hoped this report can be sent by next February. Motion carried.

A motion was made by Mr. Nielson, seconded by Mr. Hansen, that since the eighteenth yearbook of the Department, *Enriching the Curriculum for the Elementary-School Child*, contains so much fine material which is particularly pertinent at this time, the headquarters office offer it to members at a price of \$1 during a particular month in the fall. Motion carried.

An invitation was presented by Emmett Betts for the Department to hold its next Conference on Elementary Education at the State College, State College, Pennsylvania. A motion was made by Miss Young, seconded by Mr. Stratton, that because of the established policy of having the Department conferences at a university in the same state where the NEA convention has been held it will not be possible to go to State College at this time, but that the Department will be glad to cooperate in any way possible with the splendid work Mr. Betts is doing. The secretary was instructed to write Mr. Betts to this effect. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Young, that the advisability of holding an annual conference this next year depends upon the war situation. In the event that the Department of Elementary School Principals is unable to hold the Seventh Annual Conference on Elementary Education, it urges state and local groups to meet together and continue to study the problems of elementary education. Motion carried.

An invitation has been received for the Department to become affiliated with the Council on Teacher Cooperation of the Commission on Teacher Education. After discussing this invitation, a motion was made by Mr. Stratton, seconded by Mr. Nielson, that due to the present problems facing the Department it feels it should not say that it would assume these added responsibilities unless it were able to carry its share of the program proposed; therefore, it recommended that affiliation with this group be deferred until these other projects are completed. Motion carried.

A motion was made by Miss Young, seconded by Mr. Hansen, that the printing of an annotated bibliography of the last five yearbooks of the Department be dispensed with at the present time due to increased costs in printing and material. Motion carried.

A motion was made by Mr. Nielson, seconded by Mr. Stratton, that the headquarters office follow the same policy of one large broadcast letter to principals this fall. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Stratton, that in the fall the secretary be instructed to accept a \$50 war bond, which can be purchased for \$37.50, in full payment of a life membership in the Department, and anyone wishing to become a life member of the Department

may send the price of the bond (\$37.50) and the secretary is to purchase said bond in the required series and hold to its maturity. This is not retro-active in that past payments cannot be accepted on this bond; neither can payments be accepted on the installment plan. The Department, in accepting life membership payments in this way, is glad to render a service to its government. These bonds would have to be made out in the series which can be accepted by the Department of Elementary School Principals as the owner. Motion carried.

Mr. Hansen, chairman of the Budget Committee, presented the following proposed budget for 1942-43:

Estimated receipts	\$30,000
Printing	\$8,000
General office	9,500
Salaries	8,500
Convention expense	1,000
Editorial committee	700
Miscellaneous	600
Contingent	1,700
<hr/>	
Total	\$30,000

A motion was made by Mr. Hansen, seconded by Miss Young, that this proposed budget be accepted. Motion carried.

A motion was made by Mr. Stratton, seconded by Mr. Hansen, that the executive secretary be instructed to write to all those persons who had a part in making this convention the success it was. Motion carried.

Meeting adjourned.

Business Meeting, Tuesday Afternoon, June 30

President Robert H. Edgar called the meeting together for business at the second general session of the Department, which was held at the Ebert School. The following reports were presented and adopted: Resolutions Committee, by Elizabeth Malcolm, New Haven, Conn., chairman (read by Helen T. Collins, New Haven, Conn.); Life Membership Division, by Herbert C. Hansen, Chicago, Ill., chairman; Professional Relations Division, by Mason A. Stratton, Atlantic City, N. J., chairman; Certification Division, by Cassie F. Roys, Omaha, Nebr. (read by Sarah L. Young, Oakland, Calif.); and Necrology Committee by Lucy Mason Holt, Norfolk, Va., chairman.

Lester J. Nielson, Salt Lake City, Utah, chairman of the Nominating Committee, presented the following nominations for officers for the coming year: president, Sarah L. Young, Oakland, Calif.; first vicepresident, Robert H. Edgar, Pittsburgh, Pa; second vicepresident, Laura E. Kellar, Milwaukee, Wis.; third vicepresident, Mrs. Florine Howes Elrey, Mamaronck, N. Y.; fourth vicepresident, Raymon W. Eldridge, Brookline, Mass.; fifth vicepresident, Eugene H. Herrington, Denver, Colo.; and Executive Committee member for four years, Marjorie Walters, Cedar Rapids, Iowa. A motion was made by Mr. Nielson, seconded by C. W. Preston, Los

Angeles, California, that these nominations be accepted. A motion was made by Sophie Bachmann, Detroit, Michigan, seconded by Grace Andrews, Detroit, Michigan, that the nominations be closed. These officers were unanimously elected.

Department Representatives Meeting, Wednesday, July 1

At 10:00 A.M. Wednesday the following persons met in the Blue Room, Cosmopolitan Hotel, Denver, Colorado, to discuss the work of the enrolment chairmen: Lois Anderson, Salt Lake City, Utah; Bernadine Custer, Newton, Iowa; Robert H. Edgar, Pittsburgh, Pa.; Jessie K. Fitzpatrick, Boulder, Colo.; Vivian E. Glazebrook, Savedge, Va.; Herbert C. Hansen, Chicago, Ill.; Edith Ingeborg Johnson, Kewanee, Ill.; C. W. Preston, Los Angeles, Calif.; Mason A. Stratton, Atlantic City, N. J.; Laura Andrews Taylor, Pueblo, Colo.; Emma T. Wilkins, Fort Collins, Colo.; and Sarah L. Young, Oakland, Calif.

Suggestions for increasing the enrolment in the Department of Elementary School Principals and the National Education Association were discussed at length. Various representatives told of their individual problems in interesting principals in membership. Mr. Hansen explained that this coming year the bulletin is going to have a good deal of data valuable to principals in carrying out a war program for the schools. He also told the group that the officers are making it possible to purchase a \$50 life membership with a \$37.50 war bond.

It was recommended by the group that the officers consider the suggestion that the quotas for those states which have been reached be placed at the same number and that the representatives be asked to obtain an increase if possible.

After an interesting session the meeting adjourned at 11:15 A.M.

Most of the papers delivered before the meetings of the Department were published in the April and October issues of *The National Elementary Principal*.

DEPARTMENT OF GARDEN EDUCATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Paul R. Young, supervisor, school gardening, Board of Education, Cleveland, Ohio; *vicepresident*, Marvin M. Brooks, director, nature and garden education, Board of Education, 110 Livingston St., Brooklyn, N. Y.; *secretary*, Herbert G. Meyer, instructor, Harvey Rice Garden, 2820 Buckeye Road, Cleveland, Ohio; *editor*, *Garden Digest*, Frances M. Miner, instructor, Brooklyn Botanic Garden, 1000 Washington Ave., Brooklyn, N. Y.

PRESIDENT'S REPORT, 1941-42

FRANCES M. MINER, BROOKLYN BOTANIC GARDEN, BROOKLYN, N. Y.

During this year the reorganization of the Department has been effected in accordance with the bylaws adopted in 1940 and amended in 1941. The membership file and the funds of the Department were transferred to the Office of Accounts and Records at the national headquarters in Washington. Bills approved by the president and secretary are paid by that office, and the financial statement for the Department is audited with the accounts of the national organization.

For several years the Department has had a business arrangement with the publisher of the magazine *Garden Digest* whereby the Department through its editor has supplied two or three pages of copy for each issue and the publisher has furnished the magazine at a half-price subscription rate. In the fall of 1941 the terms of this agreement were set down in writing and signed by Morris S. Shipley, the publisher, and by the secretary and president of this Department. Mailing wrappers are addressographed at NEA headquarters and the magazines are sent out by the printer on the regular subscription dates. While the magazines are the standard issue, these subscriptions are not handled at all by the magazine's circulation department. The arrangement has seemed a fortunate one, for members have had the advantage of many worthwhile articles.

Last summer the publisher of the magazine decided to undertake the preparation and publication of some material for the use of boys and girls. Paul Young, director of school gardens in Cleveland, was asked to prepare the material. At Mr. Shipley's request, the Department was able to cooperate by having a committee of members read the first drafts of the material and make suggestions. Carroll Griminger, Rochester, N. Y.; Daniel O'Brien, Boston, Mass.; and Ellen Eddy Shaw, Brooklyn, N. Y., served on this committee.

Soon after the incorporation of this Department into the NEA, Howard A. Dawson of the national headquarters was designated as our special staff representative. However, as the Department does not have the advantage of a secretary housed at the national office, personal contacts with other members of the staff seem important. As a part of my service to the Department I have traveled to Washington to confer with them and to further cooperation in every way possible. In late October 1941 I was able to spend two days on such a mission. At that time Mr. Givens made it possible for Mr. Hubbard, director of the Research Division, to send out a questionnaire to state departments of education for information regarding garden work in schools other than vocational agricultural courses. The response to the request was good, but the information received showed that little work is being done in this field.

In December 1941 I was invited to attend the Defense Garden Conference in Washington called by Secretary Wickard of the Department of Agriculture and Mr. McNutt of the Federal Security Agency. Before the conference convened, however, war had been declared, and the victory garden movement was the result. No specific program was outlined for the development of a program for children, but emphasis was placed on the importance of the activity as a means of keeping children "normal" in this emergency and as a way of service after the younger members of the community had learned the fundamental technics of the activity. Members of this Department have contributed from their experience to local organization in communities where the idea is new. During the Washington conference contacts were made with the U. S. Office of Education, and particularly with Mr. Gaumnitz, now in charge of their school garden service.

During the winter a Nominating Committee was appointed to attend to the selection of candidates for the Executive Committee to be elected by mail ballot during May. Albert M. Shaw, Los Angeles, California, was chairman. Other appointments were Elizabeth Downhour, Indianapolis, Indiana, and Milton Schafer, Dunkirk, New York. It is the president's responsibility to see that plans get under way for the convention meetings. As the Department had no members at that time in the Denver area, an appeal was made to the superintendent of schools in the city. Thru Mr. Greene's cooperation, Mr. Gebhardt was made our local chairman. The Department is indebted to him for his great service and for the fine programs that have been arranged.

Since our official organ is a commercial magazine, there is some difficulty in securing back issues for distribution to new members whose fees are received after the first few months of the membership year. It was the consensus among the Executive Committee that a reduced fee should be offered at the midyear point. This recommendation was not approved by the national organization, however, so that a decision was made this year to have new memberships received after April 15 credited to the next membership year. Any issues of the magazine published after the receipt of the dues were sent as a gift to these new members.

About three days before leaving Brooklyn for the convention a communication was received from Clayton Palmer, supervisor of nature study and gardening in Los Angeles, announcing his retirement from duty and requesting his release from the Executive Committee of this Department. Mr. Palmer served as secretary-treasurer of this organization for two terms, 1939-1941, during which he gave generously of his time and energy to the Department. An expression of appreciation in the form of a resolution should be considered.

At the end of a year one always sees omissions and "better ways" that "might have been." With the interest in garden work for children aroused by the present national emergency, the Department of Garden Education faces new opportunities of service to boys and girls and to education. This

group is challenged anew to bring to the realization of all adults—parents, teachers, school administrators, citizens—that boys and girls have a right to learn the sciences of plant culture and gain an appreciation of plant life thru firsthand experiences. We undertake willingly and enjoy doing what we know how to do. If we would “garden for victory” we must learn rapidly, but when peace comes let us not forget that children need to “garden to learn.”

It has been an honor and a privilege to serve this group as an officer, and I am grateful to you.

SECRETARY'S MINUTES

Denver, Colorado

June 29-30, 1942

The annual business meeting of the Department of Garden Education was called to order by the president, Frances Miner, in the auditorium of the Continental Oil Company at 5:10 P.M. on June 29. In the absence of the secretary, Daniel O'Brien was appointed secretary pro tem.

The president read a report summarizing the affairs of the Department.

A motion was made and unanimously approved to send a resolution of thanks and appreciation to Clayton Palmer, who had resigned as a member of the Executive Committee of this Department.

In the absence of Albert H. Shaw the chairman of the Election Committee, Glenn L. Gebhardt, read the report of the recent balloting by mail. Hattie Rainwater received a majority of the ballots returned and was declared elected as the Executive Committee member for the term expiring August 31, 1946. Mr. Gebhardt presented the following slate of officers for the Executive Committee for the year beginning September 1, 1942: president, Paul R. Young; vicepresident, Marvin M. Brooks; secretary, Herbert G. Meyer, and editor, Frances M. Miner. There was a call for other nominations from the floor. As there were none, a motion was made to close the nominations and instruct the secretary to cast a unanimous ballot for the officers as proposed. This was carried, and the officers as listed were declared elected.

The business meeting was adjourned by the president at 5:30 P.M.

GARDENS AT SCHOOL

MRS. HELEN D. BLOUGH, COLORADO STATE COLLEGE OF EDUCATION,
GREELEY, COLO.

“A garden is a lovesome thing, God wot,” said one poet, inspired by the beauty of the roses and ferns in his garden plot. If one searches thru literature one finds numerous references to the beauty and relaxation provided by a garden. But one finds few intimations that a garden may be a toilsome thing. Anyone who has seriously made a garden and cared for it until its maturity knows the hours of back-breaking work and constant attention

required in making a success of the undertaking. Only when the individual is so constructed, taught, or motivated that he gets enough satisfaction from the results of his labor to balance the drudgery, does gardening become recreation. Here is where teachers can help children to develop desirable attitudes which will continue into adult life.

When we look at the whole gardening program as it is being set up by the U. S. Office of Education, we see that there are two main reasons for having gardens. One is for the recreational and health values, the other for its contribution to feeding families. Obviously, these objectives apply to the communities where children take their lunches to school and where enough space is available to make the program practical. Many of us teach in city or small-town schools. Some of the problems we face are:

1. Limited space in which to garden.
2. Lack of funds for tools, seeds, or other equipment.
3. Little time during the school day for gardening activities.
4. Large groups of children, which are difficult to manage in such an activity.
5. Early closing of the school term before plants mature.
6. No facilities for care of the garden during vacation.

All these make us think pretty seriously about the values to be derived from a garden. We should be certain that real, defensible outcomes are to follow or we should not undertake it. The government is urging us not to waste seed. Neither should we waste our own nor the children's time and energy. Yet some of us think gardens should be a part of the school program. Let us see why.

We believe that our objectives for teaching children fall into areas of worthwhile appreciations, attitudes, skills, habits, and understandings. Any activity which is introduced into the school program should justify itself in terms of its contribution to one or more of these objectives. We are prone to accept an activity like gardening because of tradition and not think of it in terms of educational goals. A well-planned gardening activity can be just as educational and perhaps more healthful than any other school activity.

For beginners who are just learning the skills needed in planting and caring for seeds, some introductory activity is important if it is within their ability to do. It does not tire them before interest is lost, and motivates further interest in gardening. Older children study soils and their relation to seed growth. They perform experiments to help solve such problems as "Why is loam better than pure clay for seed growth?" They add to and enlarge the concepts gained in the primary grades. Older children may learn to direct the activities of the younger children and to do the jobs that require more skill. They may test the soil, spread fertilizer if it is needed, and build hot beds or cold frames if they are needed.

When the time comes for planting, organization makes for efficiency and success. The entire plot may be spaded and raked by hired help or the older children working in squads under leaders. This is real work and if done by the children should be planned so that no child becomes overtired. On the other hand, the children need to realize that work is involved in any worthwhile activity and to feel the satisfaction which comes from work

well done. City children develop appreciation for the work of the farmer. Farm children may develop appreciation of the contributions of science to the growth of plants.

This year victory gardens were decided upon. Since the season was late and most of the children do not come to summer school they decided to plant two kinds of crops—radishes and leaf lettuce—to mature for the all-school picnic, and late maturing crops to be used in late summer and fall. This involved some study to determine crops to plant. It involved a serious consideration of how many seeds would be actually needed. The children were more careful and anxious to do a good job than in former years.

The first time children garden they should be taught the specific skills needed to do the job successfully. The younger they are the smaller each particular row or plot should be. But the child should do the job as well as he can at his level of ability.

In conclusion let me summarize the educational values that I believe school gardening should have.

1. It should develop an appreciation of the work and skills that are necessary for the production of our food plants.
2. It should develop the scientific attitudes of sensitive curiosity about living things, cause and effect relationships, delayed response, and weighing evidence; the social attitudes of sharing responsibility and helping in an emergency.
3. It should develop the ability to set up and solve problems concerned with plant growth, such as, how to combat the insect pests.
4. It should develop the concepts necessary to an understanding of these problems.
5. It should develop better physical health thru out-of-door activity.
6. It should develop better mental health thru performing a useful, interesting, satisfying activity.

If in accomplishing these objectives we can also help supply food or flowers for the community, all the better. I believe the educational values justify gardening at school.

DEPARTMENT OF HIGHER EDUCATION

The Department of Higher Education was one of the original departments of the Association, being created in 1870. It continued active until 1924 when it was discontinued by vote of the Board of Directors. It was re-established by action of the Representative Assembly in July 1942.

DEPARTMENT OF HOME ECONOMICS

OFFICERS, 1942-44

The officers of the Department for the years 1942-44 are: *president* Amanda Ebersole, Drexel Institute of Technology, Philadelphia, Pa.; *vice-president*, Mrs. Edith M. Murphy, 93 Grove St., San Francisco, Calif.; *secretary*, Erbie Albright, 109 Wilson Ave., Morgantown, W. Va.; *treasurer*, Alma Keys, State Department of Education, Little Rock, Ark. The vicepresident and secretary remain in office until September 1943.

ACCOMPLISHMENTS, 1941-42

Preparation and distribution of more than 5000 copies of the American Education Week folder, *Home Economics Education for a Strong America*. Six hundred of these were sent to members of this Department. The others were enclosed in junior and senior high-school packets of American Education Week materials ordered by superintendents, principals, teachers, and interested citizens thruout the country.

Preparation and distribution of 8000 copies of a folder explaining the aims and purposes of the Department of Home Economics. This was the first time that promotional material in printed form had been used in the membership campaign.

Publication of Department bylaws in booklet form. In the preamble to the bylaws a brief history of the Department has been included.

Two newsletters bearing special items of interest and reports of mid-winter and annual meetings of the Department. These were sent to every member of the Department and to others who might be interested in becoming members.

Preparation of chapter on home economics in *The Subject Fields in General Education*, the 1942 publication of the National Commission on Co-operative Curriculum Planning. Frances Swain, supervisor of home economics in the Chicago public schools, represented the Department in the writing of this chapter. The co-author of the chapter was Mrs. Kate W. Kinyon, Denver public schools, who represented the American Home Economics Association.

An active program of work carried on by the committee on the Improvement of Education for Family Living in Our Schools. A full report of this committee was sent to members in the May *Newsletter*.

Representation of the Department on programs of other departments of the NEA and of affiliated organizations. At the San Francisco meeting the Department had a speaker on the program of the Consumer Education Association and a speaker on nutrition and health at one of the afternoon

sessions of the American Association of School Administrators. A Department speaker discussed malnutrition in a program on problems of the handicapped child at one of the morning assemblies of the NEA in Denver.

Joint meetings held with the Department of Secondary Teachers and with the Department of Vocational Education of the NEA.

HIGHLIGHTS OF MEETINGS

San Francisco, California

February 21-22, 1942

There was an attendance of 250 or more home economics educators at both the morning and the afternoon sessions. In spite of the tense situation produced by the war emergency in this section of the country, the home economists on the West Coast gave most loyal support to the meeting.

The program was based on the contributions of home economics to the educational objective of civic responsibility. Suggesting that the theme of the morning program, "Home Economics for Defense," be changed to "Home Economics on the Offensive," one of the speakers challenged home economists to take the offensive by using the full possibilities of this field of study in rendering service to the war emergency.

The group of speakers included well-known representatives of the field of general or of home economics education. The points of view of the speakers are shown in the abstracts of their addresses, some of which are given in this report.

The United States Treasury presented a request that home economics educators in their teaching of budgeting urge a definite plan for the purchase of defense (now war) savings stamps and bonds as a part of every family budget. The government representative urged that people be taught that not only will savings of this kind help win the war but that they also turn the wheels of industry after the war, thus helping to prevent the depression which might follow.

A special resolution renewing the pledge of the Department for co-operation in every way possible with the national defense program was passed. The resolution suggests several definite ways in which the members of the Department should be and are cooperating.

True western hospitality was shown thruout the meeting. The comfortable and attractive assembly room, the beautifully planned dinner, the interesting sight-seeing tour, and the delightful tea in a San Francisco home were evidences of the friendliness, the efficiency, and the professional interest of the local group of teachers.

Denver, Colorado

June 28-July 1, 1942

There was a total registration of 130 home economics educators representing 24 states. Because of many situations resulting from the war emergency the registration was smaller than it has been in recent years.

Every officer of the Department attended the meeting. Since there are two meetings each year and since the officers represent various sections of the country and travel largely at their own expense, it is most gratifying to have all of them at the same meeting.

The program emphasized the specific effects of war on the individual and the family group and the responsibilities of home economics teachers in helping families to meet in the most satisfactory way problems arising in connection with the war emergency. Representatives from the fields of economics, sociology, and public health were among the speakers on the program. Valuable contributions were made by leaders in the field of home economics.

A unique feature of the program was a conversation group between a high-school home economics teacher and a high-school girl and a high-school boy. The conversation dealt with the effects of war on youth and ways in which youth can participate in the war effort.

The two social events of the meeting were the annual dinner and the delightful tea at which the Colorado Home Economics Association entertained. A most interesting program was presented at the dinner by a group of speakers including the president of the NEA, the food consultant to the Secretary of War, and the regional nutrition representative of the U. S. Office of Defense Health and Welfare Services.

REPORT OF 1941 AMERICAN EDUCATION WEEK
COMMITTEE

RUTH SANGER, CHAIRMAN

The chief work of the committee was the preparation of a folder for the observance of American Education Week. The name of the 1941 publication was *Home Economics Education for a Strong America*.

The distribution of folders was as follows:

To members by treasurer.....	450
To individuals and groups (sent from NEA office and from office of chairman).....	1,420
In packets for junior and senior high schools (sent from NEA office)	3,334
	<hr/> 5,204

The number of folders sent directly to individuals or groups was more than double that of last year. The increase is probably due to large orders from several state supervisors of home economics.

REPORT OF COMMITTEE ON THE IMPROVEMENT OF
EDUCATION FOR FAMILY LIVING IN OUR SCHOOLS

HELEN C. GOODSPEED, CHAIRMAN

This report is compiled from the returns of the questionnaire sent to 587 members of the Department of Home Economics of the National Education Association.

There is every indication on the part of all who reported that a sincere effort is being made to develop more functioning programs in home economics and to offer units of work to a maximum number of students and adults. In light of the present worldwide situation, the importance of strengthening education for home living is realized by all.

There is evidence of a note of warning that emergency activities must not eclipse the long-time goals of the program of family life education.

The home economics supervisor of Charleston, West Virginia, writes, "In every case teachers are being urged to assist class members to appreciate more deeply the moral and spiritual values that add strength to democratic living thru better homes and family living."

Evidence is indicated of greater effort to contact more nonmajor groups thru service courses given in fields of nutrition; food preparation; marketing; clothing selection, care, and construction; and family relationships.

The objectives in education in home and family life are being carefully evaluated, and every effort is being made to safeguard and strengthen in every way possible permanent values of family life.

From Helen Judy Bond, Teachers College, Columbia University, comes the following statement:

In addition to their normal program, home economists are taking an additional responsibility in rendering the special emergency services for which they are best qualified.

Home economists are, or should be, participating in: (a) the national nutrition program; (b) the production, conservation, and preservation of food; (c) canteen and emergency feeding; (d) the modifications necessary in the field of textiles and clothing in order to free essential materials for emergency use; (e) the development of standards for household equipment and furnishings made of new materials due to government priorities, and the repair and better utilization of existing equipment and furnishings; (f) the redirection of consumer purchasing in ways necessary to the maintenance of adequate standards of living and to the provisions of the family's share in present government needs; (g) the improvement and extension of programs in child care and home nursing in order to meet needs arising from the fact that an increasing number of mothers are working in war industries and to meet the problems connected with evacuation; and (h) the fostering of those activities in the home which will make for the improvement of family well-being and morale.

THE EFFECT OF NUTRITION FOR DEFENSE MOVEMENT ON THE TEACHING OF HOME ECONOMICS

AGNES FAY MORGAN, HEAD, COLLEGE OF HOME ECONOMICS,
UNIVERSITY OF CALIFORNIA, BERKELEY, CALIF.

(Presented at San Francisco Meeting)

1. The national nutrition for victory movement is implemented largely thru the official state nutrition committees and their county nutrition councils, nearly all of which contain home economics teachers and home demonstration agents. The program involves education in nutrition of the public by every possible means, as well as action to improve food practices, particularly thru the school lunch.

2. Home economics courses in the schools must keep pace with war necessity by modifying and extending the food and nutrition teaching, much as the Red Cross and other organizations are doing for adults. Junior Red Cross certificated courses in nutrition and canteen work for both boys and girls need to be offered in the high schools, if necessary in place of certain other phases of the home economics program.

3. The school lunch must be extended during the war to provide an adequate protective meal for every child whether the school has lunchroom facilities or not. Victory lunches of specified character brought from home may solve part of this problem.

4. School vegetable gardens may be part of the home economics teacher's teaching material in cooperation with the teacher of agriculture where possible.

5. Periodical height, weight, and other physical examinations of the children may be undertaken by the home economics teacher in cooperation with the nurse and doctor. During the stress of war conditions, such examinations are increasingly necessary to forestall health disasters.

6. The civilian defense duties of the home economics teacher should be held strictly in her own field since these are manifold. The teaching of nutrition and canteen courses, as well as consumer problems, to adult women and active participation in the organization of disaster relief feeding plans centered, if necessary, around the school cafeteria, are obviously the civic duty of the home economics teachers.

EDUCATION FOR FAMILY LIFE

E. W. JACOBSEN, DEAN, SCHOOL OF EDUCATION, UNIVERSITY OF
PITTSBURGH, PITTSBURGH, PA.

(Presented at San Francisco Meeting)

The home is the most important unit in the education of a child. The first teacher was the mother; the first school was the home. As time has gone by, the state and church have taken over many of the educational functions of the home. At present the home and school are far apart. The school has one conception of what the child's educational training should be, while the home often has another. The result is a child who is perplexed and confused.

Many American homes cannot give the child the kind of family life which will permit him to grow and develop to his maximum capacity. There is the matter of the mobility of homes—the moving from one neighborhood to another, from school to school with constant new adjustments to be made. Some occupations tend to break the traditional pattern of home, such as night work of one kind or another. Then there is the matter of unemployment, problems of housing, broken homes, low incomes, and employed mothers. Especially are the young confused because of conflicts growing out of discrepancies found among various requirements of legislation, church, courts, administrative regulations, and local ordi-

nances. Many of the domestic virtues and values of family life have been associated with or built upon performance of household tasks which have now disappeared or been transferred out of the home, but the need for these virtues, values, and satisfactions continues.

The American public school must be realistic and face the situation as it is. The schools must make provision not only for the information, skills, resourcefulness, and understanding of homemaking under highly diverse housing and living conditions but also for the enhanced prestige of homemaking and family life as vital, important opportunities for men and women to find personal satisfaction and to discharge their basic social responsibilities.

The usual home economics program in the public schools is placing its emphasis on the training of girls. The responsibility of the home economics department in the high school today is to help young people found new homes. This means a well thought-out program for boys and girls. Some problems which will be given consideration are planning the home, financing the home, furnishing the home, how to keep well, how to prepare foods, budgeting, how to buy clothing, problems associated with having the first baby, and many other like problems which need to be studied intelligently if family life is to be successful.

Not alone will the high school provide vital instruction of this type before young people start their home, but it will make provision for aiding parents after they have started their homes. The school thru conference groups will make it possible for parents to get guidance and help in rearing their children from the leading medical men, psychologists, and other well-trained persons in the community.

The concept of the whole child is in the foreground of modern educational philosophy and practice. This implies that agencies and persons responsible for the development of a program must cooperate in the program. In the past, homes have had one program and the schools another.

IMPLICATIONS OF FAMILY AND COMMUNITY PROBLEMS FOR CURRICULUM PLANNING

ALMA KEYS, STATE SUPERVISOR OF HOME ECONOMICS EDUCATION,
STATE DEPARTMENT OF EDUCATION, LITTLE ROCK, ARK.

(Presented at Denver Meeting)

The impact of war on the family causes stresses and strains which must be recognized by the school. Educators must plan with individuals and families to provide experiences on all levels which will help in the recognition and solution of problems developing in this emergency.

Home economics teachers are challenged to provide an environment that offers experience in thinking for oneself, in planning and working toward the solution of problems in terms of the welfare of the individual and the group. Today we are faced with problems related to housing, nutrition, marketing, family finance, and others that demand immediate attention.

A functioning program in home economics seeks, first, to explore effective ways of working with individuals on all levels.

How many communities have accepted their responsibilities for adult education? Are we helping parents to recognize and work toward the solution of their family problems as we guide pupils in the classroom? We need to explore possibilities of effective use of advisory committees.

College and high-school classrooms become laboratories for solving home-making problems pertinent to the communities. Refinishing furniture and making furniture from scraps of lumber become real concerns of families moving from old dilapidated homes to new ones that have been provided.

Second, it seeks to evaluate growth in terms of goals set by individuals under the guidance of the teacher. This becomes increasingly challenging as the teacher and pupil learn from each other.

The teacher becomes conscious of growth in terms of changed behavior. She observes the growth in the ability to think, to work with others in reaching common understandings of problems based on the individual's interests and needs. The home economics teacher is no longer concerned solely in the construction of well-made garments, or the baking of a perfect loaf of bread, but she is more concerned with the growth of individuals with whom she works, in their progress in reaching their own goals and those set by the group. She no longer tells individuals what to do, nor does she know all the answers. She is seeking to better understand the problems of the family and the community. She thus becomes increasingly interested in life as it is lived around her.

FAMILY HEALTH PROBLEMS IN WARTIME

L. B. BYINGTON, SENIOR SURGEON, U. S. PUBLIC HEALTH SERVICE,
DISTRICT NO. 8, DENVER, COLO.

(Presented at Denver Meeting)

Family health problems are always with us. Wartime conditions aggravate some problems and introduce many new ones. Food, clothing, and shelter are elementary living needs. Military forces have first call on these requirements and civilians must utilize what is not needed by the Army. An adequate food ration is required for families. Questions such as those of purity and vitamin content are presented. There is a relationship between poor housing and disease. Medical care problems are aggravated. Epidemic disease problems may be caused by mass movement of population.

Steps being taken to meet this problem are: (a) augmentation of state and local health services by the U. S. Public Health Service; (b) community facilities aid under the Lanham Act; and (c) Office of Civilian Defense activities.

(Due to limited space the abstracts of all speeches delivered at the mid-winter and the annual meetings could not be included. These four were selected because they represented areas of special interest in the field of home economics at this time.)

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

OFFICERS, 1942-43

The following officers were elected for the year 1942-43: *president*, Samuel A. Kirk, Milwaukee, Wis.; *vicepresident*, C. E. Stothers, Toronto, Canada; *recording secretary*, Carey J. Downing, Denver, Colo.; *treasurer-manager*, Mrs. Beulah S. Adgate, Saranac, Mich.; *Board of Directors* (terms to expire in 1946), Truman Ingle, Fulton, Mo.; John J. Lee, Detroit, Mich.; Ruth Hale, Greenville, S. C.; (other directors continuing from previous years) Dorothy E. Norris, Cleveland, Ohio; Florence Beaman Bock, Scarsdale, N. Y.; Estella Lawes, Cincinnati, Ohio; J. E. W. Wallin, Wilmington, Del.; Adela J. Smith, New York, N. Y.; Rose Smith, New York, N. Y.; and Kathern F. Gruber, Minneapolis, Minn.

PRESIDENT'S REPORT, 1941-42

SAMUEL A. KIRK, STATE TEACHERS COLLEGE, MILWAUKEE, WIS.

The International Council for Exceptional Children is now an organization of 4600 members—teachers and administrators interested in the socially maladjusted, physically handicapped, and mental deviates. The dues for the Council are \$2 for individual membership, and \$1 per member for a chapter of ten or more individuals properly organized. The dues include membership in the Council and a subscription to the *Journal of Exceptional Children*, a magazine devoted to the study of all types of exceptional children. For further details write to Mrs. Beulah S. Adgate.

The Council has had two meetings during the year 1942. At the twentieth annual convention, which met in Milwaukee, Wisconsin, on February 19, 20, and 21, 1942, approximately 800 people attended. This was the largest attendance in the history of the Council since its organization in 1922, with the exception of the convention in Detroit in 1939. The theme of the convention was "Democracies' Defense Program for Exceptional Children."

The convention this year was centered around study conference classes. These classes met Thursday and Friday afternoons, led by a chairman and resource people. There were classes for the study of the education of the mentally retarded, the gifted, the socially maladjusted, the deaf and hard of hearing, the blind, the visually handicapped, the crippled children with lowered vitality, speech pathology and audiometry, and administration and

supervision. The classes proved to be very popular and much was accomplished thru discussion of the problems in each area of exceptional children. In addition to these study classes, Friday and Saturday mornings were devoted to formal lectures and discussions on the "Physically Handicapped," the "Mental Deviates," and the "Socially Maladjusted."

The problems confronting the Council business meeting at this convention were (a) the ownership and management of the *Journal of Exceptional Children*, (b) the reorganization of the Council, and (c) the employment of a full-time executive secretary. These matters are under further study and will be the topic of the next business meeting.

Altho the Board voted for Toronto, Canada, or St. Louis, Missouri, for next year's convention, these plans have been canceled. Plans are now under way to organize a business meeting of the Council and to discuss the place of the exceptional in the war effort. A centrally located city will be selected for this small meeting if plans now under way materialize and if transportation does not become too acute.

The officers and directors elected or re-elected at this meeting will be found on page 265.

The second meeting of the Council was held in Denver at the summer meeting of the NEA. About 600 people attended the meetings on exceptional children. Carey J. Downing was local chairman of this meeting and reported a successful convention. Altho many significant addresses were made at this meeting, space will only permit the inclusion of the opening address, which follows this report.

The International Council has an active committee on defense activities for the handicapped. This committee, headed by Richard Hungerford as chairman, has been active in organizing plans for the utilization of handicapped individuals in the war effort. This committee has met with other groups interested in handicapped children and has formulated final plans at the Columbia Conference for Exceptional Children, which was held and sponsored by Columbia University on June 18, 19, 20, 1942.

The tragic war which has descended upon the earth is going to increase the number of handicapped children thruout the world. The International Council will devote all its energies to the prevention and rehabilitation of the handicapped during and after this insane period.

WAR AND SPECIAL EDUCATION

EDWARD H. STULLKEN, PRINCIPAL, MONTEFIORE SPECIAL SCHOOL,
CHICAGO, ILL.

Special education is a part of general education and is not apart from it. All that has been written about the school's part in the war, the war policies for American schools, and the school's place in the defense of American democracy applies to special education. However, since the education of exceptional children is more complicated and often more difficult than the education of normal children, war's disruption of normal pro-

cedures creates increased difficulties for the education of those physically handicapped, mentally retarded, or socially maladjusted.

War is a time when many traditions are broken, a time when society makes more rapid changes, and a time when conditions are more fluid. Under such conditions those working with exceptional children have an opportunity to help the nation when its need for manpower is greatest; to establish some means for meeting effectively the problems of rehabilitation which must arise out of the conflict; and to aid in meeting the problem of what to do with the handicapped in the peacetime world.

The use in limited military service of those only slightly handicapped should be encouraged. Such service will make a real contribution to the war effort and also a special contribution to the morale of the handicapped and will help give normal groups a better understanding of the worth and value of those who are handicapped.

Special education has the same responsibility as general education in helping sustain morale. Special class teachers can help all teachers in doing three things. First, every teacher should know his pupils more completely and more sympathetically than ever. Second, every teacher should strive to set a good example of calm resolution so as to offset tendencies toward despair and excitement. In the third place, the war is requiring extensive emotional adjustments. While refraining from amateur efforts to practice psychiatry, teachers, who themselves stand firmly for the ideals and values which sustain mankind in times of trial, may extend a hand to bring others to the same sure footing.

Teachers of special classes for gifted children have an opportunity for rendering greater service to the country than any other group of special class teachers. Only as we conserve and develop the potential future leadership of those especially gifted can we hope to have the leadership so desperately needed in both the war effort and in the critical postwar years which are bound to follow.

The general breakdown of morality in time of war will affect all youth, but those socially handicapped face additional dangers from which their teachers must protect them. Teachers of socially maladjusted groups must help prevent the increase in juvenile delinquency incident to the war.

At the present time the International Council for Exceptional Children is interested in a proposal to use the services in the war and postwar efforts of boys and girls now unplaceable in competitive work. The project is designed for those who because of some handicap cannot compete with normals under ordinary conditions but who can be self-supporting under modified arrangements and under some supervision.

DEPARTMENT OF KINDERGARTEN-PRIMARY EDUCATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Mrs. Frederica B. Jones, 624½ Sweetzer, Los Angeles, Calif.; *vicepresident*, Adeline Stevenson, 818 Fourth Ave., Fargo, N. Dak.; *secretary*, Mrs. Bertha Hirsch, 3757 Tracy St., Los Angeles, Calif.; *Executive Committee*, Amy E. Emery, 45 Auburn St., Brookline, Mass.; Olga Korsbreck, Moorhead, Minn.; Helen Hunter, 7151 Perry Ave., Chicago, Ill.; Mildred B. Moss, 236 Woodbridge Ave., Metuchen, N. J.

PRIMARY READING IN TODAY'S SCHOOL

WILHELMINA HILL, PROFESSOR OF EDUCATION, UNIVERSITY OF DENVER,
DENVER, COLO.

(Presented at Denver Meeting)

Better beginning reading leads to better advanced reading and prevents many unnecessary reading difficulties on the part of the learner. It means better adjusted individuals, because failure and frustration are diminished. A modern, streamlined primary reading program has as its goal the work of helping children gain meaning from symbols as an integral part of their living and learning experiences. Unnecessary rituals and traditional practices are eliminated wherever they contribute less to child development than more direct methods. Characteristics of the primary reading program in today's school follow:

1. Provisions are made for developing and determining reading readiness on the part of children before they are led to participate in the more formal reading from books.
2. Beginning reading activities are informal and developed thru real life experiences.
3. Chart reading both precedes and accompanies reading from books.
4. Use is made of the picture clue in initial stages of book reading.
5. From the very beginning, much attention is given to the development of meaning rather than mere word calling.
6. Both vocabulary load and concept load are being reduced. More repetition is being provided for each new word introduced.
7. After 150 to 200 sight words have been learned, phonics may be introduced as needed. It is not desirable to teach children to break up words

into parts until they have acquired a stock of sight words which are recognized automatically.

8. More effective word study and analysis are provided. These are based on individual pupil needs.

9. Several methods for attacking new words should be taught: context clue, picture clue, phonics, configuration clue, cue reduction. Phonics takes its natural place as one of the methods of word recognition.

10. More use is made of realia in developing meaning concepts for words. Children may see, feel, manipulate, smell, taste, or hear objects which are represented by words in their stories. For example, a coconut may be seen, felt, cut, and eaten by the children on the day when the word first appears in a story to be read.

11. There is less adherence to a single method of teaching reading and a tendency toward varied methods and instructional technics.

12. Oral reading, formerly predominate in all grades, is still retained in primary grades to a certain extent, because the oral response is natural for a young child.

13. Much attention is given to the prevention of reading difficulties. By teaching developmental reading better, we can reduce the amount of remedial reading needed later.

14. More attention is paid to pupils' needs and interests. This is basic.

15. There are less rigid grade standards and less uniformity is expected of children.

16. We make better provision for individual differences. This may be done by both small group and individual work in reading.

17. Single basic textbooks in reading for all pupils have less place than formerly. (Grade placement does not appear on the cover of the newer reading books.) There is a greater provision for wide reading with a greater variety of materials, some free and others inexpensive.

18. Today, more people read the newspapers than any other kind of reading matter. This indicates more reading of the newspaper type in our schools. On the primary level, this means the daily plans, notices, and reports of children's activities which are developed and written on blackboard and chart by pupils and teacher.

19. More adequate evaluation is possible and many teachers are able to diagnose pupils' problems in reading satisfactorily.

20. Cumulative records are being kept of each child's reading abilities, interests, and experiences.

21. Reading is an enjoyable activity from the very beginning. Children read for pleasure and because they may follow their own or group interests. They experience the group participation and sharing of enjoyment that comes with primary reading activities.

22. A room environment is provided which is conducive to reading. Reading centers with attractive tables, easy chairs, books, art objects, and sometimes word games are developed. Sitting erect in hard school seats does not always lead to a love for reading.

23. More attention is paid to the effect that reading has upon children.

Both the content of the material and the success with which they read affect their development. We must consider whether a child's reading satisfies his life needs.

24. Reading is occupying a more natural place in the primary curriculum than was the case in the past. It is a functional subject which serves as a tool for learning. Today it is not considered the "one and only" way to learn. We now gain much of our knowledge from films, pictures, radio, and travel. All these avenues of learning should be open for the child.

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SECRETARY'S MINUTES

Denver, Colorado

June 30, 1942

The meeting was called to order by President Ruth O. Ferguson. In the absence of the secretary, Anna Irene Jenkins of Los Angeles, California, was asked to serve as secretary pro tem. As the minutes of the 1941 annual meeting were printed in the *Proceedings*, their reading at this time was dispensed with.

The president called for the report of the Resolutions Committee. The following resolutions were presented and adopted:

1. Because of the necessity for the especial protection of the mental health, as well as the physical and educational growth of the small child during this critical war period, we commend the state of New York for having enacted recent legislation to provide state aid for kindergartens and resolve to do everything within our power to accomplish this in other states in the Union.

2. Because in this critical period it is necessary to have greater unity among the educators of our country, we resolve to make every effort to secure a great increase in membership in the National Education Association.

3. Because of the crisis which democracies are now facing and because our educational system is the foundation of our great democracy, we resolve, as individual teachers, to aid in the defense program by increasing our effort and devotion to the task ahead of us.

4. Because of the splendid work which parent-teacher associations are doing to provide better legislation for our public schools, we resolve to give these associations greater evidence of our loyalty and support.

5. Appreciation

A. Program—to Willis A. Sutton of Atlanta, Georgia, for his inspirational address on Monday; to Wilhelmina Hill of the University of Denver for her presentation of primary reading, with the helpful bulletin and bibliography which accompanied it; to William H. Martin of Mt. Vernon, New York, for his challenging discussion of the teachers' part in wartime; and to Mrs. Frances Mayfarth, Washington, D. C., for her constructive presentation of "What We Want for the Children," with its accompanying practical demonstration thru the film, "The Wilson Dam School."

B. To the teachers of Denver for their generous hospitality, for supplying hostesses for our headquarters, for the beautiful flowers which have made our headquarters so attractive, and for all the many other ways they have helped to make our meetings successful, we wish to extend our heartfelt appreciation.

The report of the Nominating Committee was then called for and given. The officers as given on page 268 were elected.

The following committee was appointed to approve the minutes: Ellen Rost, Fargo, N. Dak., and Mrs. Dorothy Melrose, Los Angeles, Calif.

In presenting the gavel to the incoming president, Miss Ferguson expressed her personal appreciation of the cooperation given her by the Executive Board, and to Harriett Chase, our advisory secretary at headquarters, for her valuable services.

Edwina Fallis of Denver moved a vote of appreciation to Miss Ferguson and her board for their work of the past two years and in particular for the excellent program at this convention.

The meeting was adjourned.

DEPARTMENT OF LIP READING

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Laila Larson, public schools, South Bend, Ind.; *vicepresident*, Ferne Haggren, Shokie School, Winnetka, Ill.; *secretary-treasurer*, Dorothy Vernon, Woodlawn High School, Birmingham, Ala.

PRESIDENT'S REPORT, 1941-42

MRS. ELEANOR C. RONNEI, TEACHER OF LIP READING AND SPEECH, PUBLIC SCHOOLS, VALHALLA, N. Y.

Under the capable direction of Mrs. LeRoy, a vital and inspiring program has been prepared for the members of the Department of Lip Reading, our guests, and our friends. The war emergency challenges us to greater effort in the coming year. I know that each of you will return to your community zealously armed to carry the conservation of hearing program, with its old duties and its new problems, forward and onward. My greetings and best wishes to you all.

During the past year, the fifteenth year of the Department's service, your officers have offered the Department's services to state and federal agencies for the promotion of practical plans for lip reading instruction for war-deafened service men. We have also worked with various agencies in

planning for the greatest safety of hard-of-hearing school children and adults in home defense.

Several of the Department of Lip Reading members have been active in promoting sound legislation for school conservation of hearing programs in the states in which they reside. Others have been engaged in educational research for the development of objective tests of lip reading skill and for the preparation of life-situation materials for the teaching of lip reading.

A nationwide survey of the status of education for hard-of-hearing school children in wartime was gratifying in that very few curtailments of this vital service are being made in the face of drastic cuts in school budgets. This indicates that the program the Department of Lip Reading advocates has proved itself a basic educational procedure.

Miss Haggen, the vicepresident, automatically became chairman of the Membership Committee. In addition to her many defense duties this year, Miss Haggen inaugurated a new plan for the membership drive which brought eighty-seven members to the organization. Miss Vernon, the secretary-treasurer, has kept our accounts in order and has answered the many requests for information. Mr. Goldberg has admirably edited the *Lip Reader* between bouts of illness and government service. This year, more than ever before, the members have responded generously to our appeals for additional help. We are appreciative and grateful for the individual and collective services so generously and freely given.

This report marks the close of my tenure of office as your president. It has been an honor and a privilege to serve you. Believe me present in spirit at the meetings today and in the years to come.

SUMMARY OF PROGRAM

Denver, Colorado

June 29-30, 1942

Mrs. M. W. Smith, program chairman of the Denver NEA convention in 1934, gave an address of welcome. This was followed by an interesting paper on "Prevention of Deafness among School Children," by Kemp G. Cooper, M.D., a Denver otologist. He stressed the importance of early detection of hearing losses, the contributions that medical science has made in the latter years to hearing improvement, and the possibilities of hearing conservation attainment in the public schools. He answered many questions from interested listeners and made a real contribution to our program. Conrad G. Selvig, chairman of Legislative Committee, American Society for the Hard of Hearing, gave an inspiring talk on the need for state legislation to promote hearing conservation. He gave some specific and helpful rules to keep in mind when contemplating legislation. Dorsey F. Richardson, state supervisor of vocational rehabilitation in Colorado, outlined briefly some of the plans for rehabilitating the war-deafened service men and civilians. Problems in organizing a lip reading program in a city school system was presented by Elvena Miller, supervisor of speech education,

Seattle public schools. She outlined vividly the steps involved in establishing their program for their hard-of-hearing children which would help all lip reading teachers in establishing programs for their schools.

The second day Mrs. E. B. Gittings, president of the Denver Society of the Hard of Hearing, brought greetings to us from the local society, and a message from Eva Martin, the vicepresident of the western zone. Mrs. M. W. Smith presented a paper by Mrs. Lucelia M. Moore, assistant, Hearing Clinic, University of Southern California, in her absence on "Life-Situation Motion Pictures for Teaching Speech Reading." This was followed by a demonstration of this work by a group of Denver students of lip reading under Mrs. Smith. Everyone was interested in this paper and demonstration as it has received much publicity recently and many of us have been unable to travel to the West Coast to see it in action. Laila L. Larsen, hearing conservation and speech correction teacher in the South Bend schools, was called upon to make a few comments on the new state program in Indiana and its effect upon the organization of local school hearing conservation programs. Conrad C. Selvig brought the meetings to a fitting close with a few remarks on the problems facing all hearing conservation teachers and suggested ways these problems could be met. The program chairman, Mrs. Alsina M. Leroy, executive secretary, Denver Society for the Hard of Hearing, exerted a great deal of energy in arranging this fine program to the great satisfaction of all who were able to attend the convention.

BUSINESS MEETING

Denver, Colorado

June 30, 1942

The meeting was called to order by Mrs. V. E. Leroy of Denver. The report from President Eleanor C. Ronnei was read. The report of the secretary-treasurer, Dorothy Vernon, was presented and accepted. Mary Ruth Tennell was acting secretary.

It was voted unanimously to accept the report of the Nominating Committee.

The expenses for the meetings were presented and accepted. The account was as follows:

Programs	\$4.20
Express on film .....	.80
Postage	2.23
Telegrams	1.49
	<hr/>
	\$8.72

FINANCIAL REPORT OF SECRETARY-TREASURER, 1941-42

Cash on hand July 31, 1941, according to record of director of Accounts and Records, NEA.....	\$109.20
76 dues paid to secretary-treasurer and forwarded to director of Accounts and Records.....	76.00
6 dues paid directly to director of Accounts and Records plus 1 dues to same for 1942-43.....	7.00
Total cash	192.20
Cash paid out by director of Accounts and Records.....	64.56
Cash on hand as of May 31, 1942.....	\$127.64

For details of receipts and disbursements, see reports of director of Accounts and Records of National Education Association in the files of the secretary-treasurer of the Department of Lip Reading.

MEMBERSHIP REPORT OF SECRETARY-TREASURER,
1941-42

Membership dues paid to secretary-treasurer 1941-42 after September 1, 1941	76
Dues paid directly to NEA director of Accounts and Records for 1941-42	6
Members credited with dues for 1941-42 because of having paid twice in 1940-41	5
Total paid-up memberships 1941-42.....	87

MUSIC EDUCATORS NATIONAL CONFERENCE

OFFICERS, 1942-44

The officers of the Department for the years 1942-44 are: *president*, Lilla Belle Pitts, professor of music education, Teachers College, Columbia University, New York, N. Y.; *first vicepresident*, Fowler Smith, director of music, public schools, Detroit, Mich.; *second vicepresident*, Haydn Morgan, head, Music Department, Michigan State Normal College, Ypsilanti, Mich.; *executive secretary*, C. V. Buttelman, 64 East Jackson Blvd., Chicago, Ill.; *associate secretary*, Vanett Lawler, 64 East Jackson Blvd., Chicago, Ill.; members-at-large of Executive Committee, John C. Kendel, director of music, public schools, Denver, Colo.; William E. Knuth, head,

Music Department, San Francisco State College, San Francisco, Calif.; J. Leon Ruddick, supervisor of instrumental music, public schools, Board of Education, Cleveland, Ohio; Lorain E. Watters, director of music, public schools, Board of Education, Des Moines, Iowa.

EXCERPTS FROM THE 1941-42 REPORT OF THE EXECUTIVE SECRETARY

Activities of the Music Educators National Conference during the biennial period of 1940-42 were focused on the theme, "American Unity thru Music," which was adopted in the fall of 1940 thru official action by President Fowler Smith and the Board of Directors. Never before has the philosophy of music education seemed so clearly defined in its relation to the tenets of democracy as in the period since the announcement of the unity theme. In our present situation the innumerable facets of the theme readily focalize on those needs and interests which are basic in the American way of life. Certainly the all-out war program demands the utmost and united effort of all, not only to build up manpower and produce machines but to turn our democracy to fullest account in promoting hemispheric union of spirit and purpose, in welding the United Nations into closer understanding and friendship, and in preparing for the eventual task of rehabilitating a sorely wounded world. Herein lies a definite task for all educators.

Ours is the specific field of music, in education as well as in all other related areas of human life wherein music functions. In its first report, the American Unity thru Music Committee named four central points around which the program of unity thru music was seen to revolve: music in our democracy, music activities for defense, music for uniting the Americas, and music as a restorative force. The mere recitation of these four points indicates their interdependence and suggests their potentialities in the cause of free men.

In behalf of this cause we are now compelled to devote our entire energy and resources to the prosecution of a total war. The music educators are taking their part in the wartime program of the schools. This involves to a greater or lesser degree reinterpretation of the meaning and function of music in the face of emergency conditions and enlarging opportunities, re-orientation of the program of music education, changes of scope and emphasis, and above all coordination with the over-all school and community war activities. These things are being done. How they are being done, and how well, will be revealed in subsequent reports. This review deals mainly with the period prior to the inauguration of the Wartime Program for Education—fortunately a period of development and action which prepared the way for the issues thrust upon us by the enemies of democracy.

Basic in the development of the broad program of activities which influenced the individual programs of music teachers thruout the United States was the cooperative arrangement entered into with the Music Division of the Pan American Union and with the National Education Asso-

ciation, whereby an office was established in Washington, with Associate Executive Secretary Vanett Lawler in charge. Altho the headquarters office of the Conference remains in Chicago, the closer association with the NEA headquarters staff and with other departments of the NEA proved extremely beneficial and had much to do with the development of the important activities of the biennium, some of which are described briefly in the paragraphs which follow.

Biennial convention—The twenty-seventh meeting (eighth biennial) of MENC was held in Milwaukee, Wisconsin, March 26-April 2, 1942. This meeting was combined with the Tenth Biennial Music Festival of the Milwaukee public schools and presented a visual and oral demonstration of the "American Unity thru Music" theme in practical application.

The festival of the Milwaukee public schools was in itself a noteworthy event, involving the participation of nearly 10,000 pupils in the presentation of programs and demonstrations showing a complete cross section of the music work and activities from elementary school thru high school. Other festival features of the convention, similar to those of previous biennial meetings, were provided by school and community music groups, both instrumental and vocal, from Wisconsin and numerous other states.

The convention programs, demonstrations, workshop sessions, and the like, were designed by President Fowler Smith as expositions of the "American Unity thru Music" theme, with special emphasis on the sub-theme, "Music in the National Effort." Pertinent items pertaining to the program are touched upon hereinafter. At this point it seems worthwhile to quote the proclamation issued by the Honorable Carl F. Zeidler, mayor of the city of Milwaukee:

WHEREAS, The Music Educators National Conference, which is the Department of Music of the National Education Association, will hold its 35th anniversary meeting in Milwaukee from March 26 to April 2, 1942; and

WHEREAS, The Biennial Music Festival of the Milwaukee Public Schools will be held in conjunction with, and as part of the meetings; and

WHEREAS, The week of March 26 to April 2, 1942, has been designated as Music in the National Effort Week, designed to promote music on a national scale and to maintain during the national emergency and through the peace that is to follow, music education through various mediums; and

WHEREAS, Music is regarded as the universal language by which we can understand each other better, and which tends to bring us closer together in our relationships; and

WHEREAS, During our all-out effort to win the war now being waged against a ruthless and treacherous enemy, music performs a very significant part in the uplifting of morale both among civilians and among the armed forces of our nation;

Now, therefore, I, Carl F. Zeidler, Mayor of the City of Milwaukee, do hereby proclaim the week of March 26 to April 2, 1942, as Music in the National Effort Week, and call upon the citizens of Milwaukee for the observance of this event, and music educators to impress upon the public the importance of continuance of music education.

Signed this Tenth Day of March, 1942, in the City Hall of Milwaukee, Wisconsin.

CARL F. ZEIDLER, *Mayor*

Music in the national effort—Closely related to the convention was the nationwide campaign undertaken in cooperation with the Radio Branch,

Bureau of Public Relations, War Department, to "dramatize community unity and build civilian morale." The important factor in this campaign was a brochure issued by the Bureau of Public Relations outlining specific activities in which music educators and all leaders in musical activities, as well as school and community music organizations, were asked to take part. With the assistance of many other organizations, such as the American Legion, Musicians Union, Four-H Clubs, and National Congress of Parents and Teachers, more than 175,000 copies of the brochure *Music in the National Effort* were put in the hands of interested persons.

Resolutions—The Council of Past-Presidents serves as the Committee on Resolutions. The following recommendations, pertinent to the entire program of the Conference, were prepared by the Council at the time of the Milwaukee convention and unanimously adopted by the Conference body:

Thruout the ages, wherever men have gathered into communities, in all races, in all nations, in every part of the world, music has been utilized as an important means of integrating members of society, as well as of voicing the unified expression of the group. All people are responsive to music and have found in it an unfailing outlet for esthetic and emotional expression. The Music Educators National Conference reaffirms its recognition of, and its faith in, music as a timeless, universal expression of the spirit of man in his relation to the eternal and in his quest for beauty and truth.

Our country is now at war, striving to preserve those principles which enable free people to exist. We have a responsibility to our country, and in full acceptance of that responsibility the Music Educators National Conference pledges its full and united effort toward the successful conclusion of a world-engulfing struggle.

We make these specific recommendations:

1. We must continue to promote vigorously all of those musical activities which are of value in time of peace. These include the educational, community, religious, and social activities which we normally carry on. In that promotion we should influence to some degree every child and adult.

2. We must contribute in every way possible to whatever activities will promote community and national morale. Correct and consistent use of our country's own music, vocal and instrumental, in school and community is a valuable contribution which we can actively stimulate. Manufacturing of musical instruments, publication of music, and the distribution of musical merchandise should be continued.

3. The use of music, often in combination with dramatics, can be of great help in public meetings of all kinds. We must be ready to lend not only support but expert leadership in such endeavors. The President has called for more bands, more singing, more parades in furtherance of the national war program. We will not fail him.

4. Concerts and public performances of all kinds, amateur and professional, are of special importance in a time of emotional stress and must be carried on in increased, rather than decreased, numbers. Thru the activities of the National and Inter-American Music Week, the spring music festival, or other worthy community effort, attention should be focused on the importance of music in national life.

5. Our school musicians, individually and in their organizations, should be prepared for service as entertainment units among the armed forces wherever those in charge of military activities find such service feasible and desirable.

6. We should continue to call the attention of the Administration to the possibility for improved utilization of music among the armed forces. The great reservoir of musicians trained in our schools and colleges can supply competent orchestra players, singers, entertainers, organists, and bandsmen in ever increasing numbers.

These musicians require competent leadership from officers commissioned in the same manner as experts serving in other specialized fields. An increase in the number of players assigned to bands is a necessity, if the bands are to function as musical organizations capable of first-class concert appearances.

7. Our organization must continue its valuable effort to promote an exchange of culture among our sister republics of the Americas. We are deeply grateful to the Department of State, the Pan American Union, the Coordinator of Inter-American Affairs, the Library of Congress, and the Rockefeller Foundation for their encouragement and support of our efforts to promote interest in music of Latin American countries and to introduce our music among the peoples to the south of our border. The presence at this Conference of musical representatives of several Central and South American countries has been for us of the North an agreeable and stimulating experience. Such interchange of musical leaders attending national conferences should be encouraged. We adhere firmly to the conviction that in the exchange of music and other forms of art expression, individuals and nations have a friendly, helpful approach which can surmount difficulties caused by differences in language or custom. Music speaks to the hearts of all men.

Finally, we ask our Conference executives to express our appreciation to those federal, state, and municipal officers who have assisted in making possible this successful convention and festival, which has served as a notable exemplification of, and contribution to, American unity thru music.

Music for uniting the Americas—Several major projects concerned with this phase of the "American Unity thru Music" theme were undertaken, a number of which are still in progress.

1. A three-month South American tour was made in 1941 by John W. Beattie and Louis Woodson Curtis as official representatives of the Music Educators National Conference, which was invited to participate as sponsor of the mission. Under the auspices of the Pan American Union and in cooperation with the Office of the Coordinator of Inter-American Affairs, the tour covered 17,000 miles, all of which was traveled by air. Schools, conservatories, universities, libraries, publishing houses, theaters, and radio stations; composers, conductors, teachers, and students—all these and more were visited as sources of information on what the South American countries are doing in music, and as germinal ground for the propagation of cultural unity between the Americas. The official report of the trip was published in the *Music Educators Journal*, running thru five issues. It is interesting to note that several hundred copies of each of these issues were distributed among the educational institutions and music leaders of the countries visited.

2. Thru a research and editorial project initiated by Charles Seeger, chief of the Music Division, Pan American Union, in cooperation with various publishers of the United States, an outstanding selection of authentic instrumental and vocal music of Latin America, including both art and folk songs, is now available for use in the schools. Several consultants, representing the Music Educators National Conference and the National School Band, Orchestra, and Vocal Associations, assisted in the selection of this material. The compositions issued under this project as of August 1, 1942, are listed in the 1943 edition of the *NSBOVA Manual*.

3. In cooperation with the Department of State, the Office of the Co-

ordinator of Inter-American Affairs, and the Pan American Union, MENC assisted in arranging the itineraries of distinguished musicians and educators from Central and South America and Mexico who were interested in music education. School and college music departments and other institutions, as well as meetings of state music educators associations, were visited by a number of these guests from the other Americas.

4. Thru the Rockefeller Foundation, funds were placed at the disposal of the Pan American Union making it possible to invite a number of leading musicians and educators from South and Central America and Mexico to attend the biennial convention of MENC at Milwaukee. Their itineraries preceding and following the convention were planned by MENC. Those who attended the Milwaukee convention were Francisco Mignone, eminent Brazilian composer and conductor, and professor of conducting at the National School of Music, University of Brazil, Rio de Janeiro; his wife, Liddy Mignone, teacher of singing; Antônio Sá Pereira, director of the National School of Music, Rio de Janeiro; Domingo Santa Cruz, dean of the Faculty of Fine Arts, University of Chile, Santiago; Luis Sandi, director of the Music Section, Department of Fine Arts, Mexico City; José Castañeda, music critic of *El liberal progresista*, Guatemala City; Esther Neira de Calvo, a well-known Panamanian educator; Juan Bautista Plaza, professor of musical history at the National School of Music, Caracas, Venezuela; Filomena Salas, secretary of the Faculty of Fine Arts, University of Chile.

5. A significant feature of the convention program was the two-way inter-American broadcast made from the Milwaukee auditorium. This N. B. C. network broadcast was also heard in South America on short wave. The musical program was provided by instrumental and vocal groups from Chicago and Maywood, Illinois; Elkhart, Indiana; and Cleveland Heights, Ohio. All the Latin American guests were on the platform and were introduced at the microphone. Heitor Villa-Lobos, composer and director of music in the schools of Rio de Janeiro, spoke from Rio.

The "Columbia School of the Air of the Americas" broadcast, which emanated from another general session of the convention at Milwaukee, also emphasized Latin American music. Olga Coelho, Brazilian soprano, was guest artist.

6. As a result of the inter-American relationships established during the preceding year, the Board of Directors of MENC authorized the appointment of Antônio Sá Pereira and Domingo Santa Cruz as editorial associates of the *Music Educators Journal*. In his first contribution to the *Journal*, Domingo Santa Cruz said in part:

. . . I think the founding in each American republic of new associations similar to the Music Educators National Conference would be of tremendous significance and would do much to make possible the real union of all the Americas. . . . I think that the work of the MENC and this meeting in Milwaukee will have many repercussions beyond the Rio Grande. . . . It is interesting to observe that we [Latin-American musicians] had to come to this country before we could meet on common ground, because, contrary to the general conception, we in South America do not have such opportunities, due to the vast distances which separate

us. This is one of the most useful results of the Music Educators Biennial Conference in Milwaukee and will have far-reaching consequences in the future for all of us.

7. The relationships established by the visit of Messrs. Beattie and Curtis to South America and the visits to the United States made by Latin American musicians and educators have resulted in the appearance of numerous articles in newspapers and periodicals of a number of the other American republics. Notable among these are the ones written by Luiz Heitor Correa de Azevedo of Brazil, who, with his wife, Violetta, visited this country early in the 1941-42 school year.

Free Men—The Drama of Democracy—This musicodramatic script was prepared for the Educational Policies Commission by MENC. The script is based on the Commission's report *The Education of Free Men in American Democracy*. The first production was given by the public schools of Milwaukee on the occasion of the biennial convention. The script and the production manuals written by Ernest Hares were published by the Commission and are distributed thru the Commission and the MENC.

American songs for American children—One of the important projects of the Committee on American Unity thru Music, in cooperation with the Music Division of the Library of Congress, was a survey of certain of the folk-song material from the tremendous collection in the archives of the Library. One result of this work was the presentation at the Milwaukee convention of a folk-song demonstration, in which participated leading exponents of folklore and folk music of the United States, as well as a class of elementary-school children. In connection with this project, a booklet containing ten specially edited original folk songs, a foreword by Charles Seeger, and descriptive annotations by Alan Lomax on each of the songs was distributed, not only at the Milwaukee convention but to music departments of all teacher-education institutions and to many individual high- and elementary-school teachers. Said Mr. Seeger in his foreword:

. . . It may be said: One mark of a mature and vigorous people is its ability *to be at home with itself*, to accept itself and to value itself for what it is. . . .

The process of knowing and accepting itself is now well under way in nearly every field in the United States. In the Latin American countries, whose history so much resembles ours, processes have for some time been maturing similar to those in the Anglo-American countries. We can see ourselves as acting, then, not only in a national but in a hemisphere picture. In this large frame the present program "American Songs for American Children" signalizes a step being taken in the United States which has already been taken by some of our Southern neighbors. It is a step to which we have looked forward for some years—perhaps the most momentous single step to be taken toward the time when the United States will *be at home with its own music*. This step is the adherence of the music educators of the United States to the principle that one essential basis of music education in a country is the folk music of that country.

Music Education Research Council—This is the official study group of MENC, its main purpose being to examine and evaluate plans and issues in music education presented by Council members, officers, committees, and individuals in the Conference, or by persons or groups outside the organi-

zation. When approved and adopted, these plans and issues establish official policies of the Conference and are then published as reports and bulletins. The Council is now completing several new reports, including the comprehensive *Program for Music Education*. Other work in progress includes revision or rewriting of several old reports and bulletins, including: *Survey of Tests and Measurements*, *Credits for Applied Music in High Schools*, *College Entrance Credits*, *High-School Credit Courses*, *Music Rooms and Equipment*, *Music Supervision in the Public Schools*, and *Teacher Education*.

A series of thirty-six information leaflets dealing with various subjects in all levels of music education is nearing completion, nearly half of the leaflets already being in use.

National Anthem Committee—This Committee, sponsored by MENC, includes representatives of nearly all leading musical organizations, and is assisted by members of the War Department. The purpose of the Committee is to arouse greater interest in the singing of "The Star-Spangled Banner," which is one means of contributing to the national spirit essential at this time. The Committee agreed upon a suggested code for the national anthem, which has been published in a leaflet together with the standard service version in A-flat, a key more generally singable than the traditional B-flat. Many organizations and school systems have assisted in the distribution of the leaflets, and the code and the A-flat service version have been published in a large number of newspapers and periodicals.

Bibliography and research—A committee headed by William S. Larson is completing an extensive survey of theses, studies, research reports, and similar material prepared by candidates for music education degrees and others. When the work of the committee is completed, this valuable reference list will be made available in the form of a bulletin.

Archives—The Committee on Archives, with Frances Elliott Clark as chairman, is accumulating a valuable selection of memorabilia of music education. Textbooks, music books, periodicals, charts, and other items, some of them predating the entrance of music into the Boston school curriculum in 1838, have been assembled by the committee with the aid of many interested persons. After the war, the MENC archives will be housed permanently in the Music Division of the Library of Congress.

National School Band, Orchestra, and Vocal Associations—These three auxiliaries, operating as a unit under the supervision of a combined Board of Control, serve the school music competition festival activities of the United States. Among the principal functions of the National Board of Control is the annual publication of a *Manual* and the issuance of the official adjudicators' report forms and other material required for school music competitive events. Work on the revision of the music lists for the 1943 *Manual* began in the fall of 1941. Containing several thousand instrumental and vocal music titles, graded and classified under seventy-seven headings, the 1943 edition also contains the official Latin American music lists and a selected bibliography of other Latin American music and pertinent publications. In addition, a list of materials and aids useful in the Program

for Music Education in Wartime is provided. With these added features the *Manual* becomes an even more valuable aid to school and college music teachers.

Work is in process on the revision and enlargement of the special catalog of music of the United Nations, first issued in cooperation with the music divisions of the Library of Congress and Pan American Union, at the request of the Office of Civilian Defense.

Business Handbook of Music Education—This MENC bulletin, issued by the Music Education Exhibitors Association, an auxiliary of the Conference, is designed to assist the music educator in his daily plans as they relate to the materials and services of music education and to efficient organization and administration. The bulletin has been available for several years to senior students of music education. To date, more than 25,000 copies have been distributed with the compliments of the MEEA.

Affiliated organizations—It is the policy of MENC, thru its headquarters office, to maintain close contact with the affiliated state music educators associations and with all cooperating state, district, and local organizations. Indeed, the general program of MENC is implemented to a large degree by the activities of state organizations and local music educators clubs. Each fall the headquarters office issues a complete directory of all MENC bodies, including all auxiliary, affiliated, and cooperating organizations—a total of one hundred or more units. This directory is used as the basis for a clearing-house exchange, whereby all the organizations are kept constantly in contact with each other and with the national activities.

In many cases the affiliated state units of MENC serve also as the music departments or sections of the state education association. There seems to be growing appreciation of the desirability of this arrangement, with the result that the last year or two has seen, in a number of states, the fusion of two or more music teachers organizations into a single unit simultaneously operating as the department of music of the state education association and the state unit of MENC.

Basic in the policy of MENC is cooperation and coordination, first of all with the National Education Association and its component departments, and with the U. S. Office of Education. Close relationship is also maintained with other musical organizations, such as the Music Teachers National Association, the National Association of Schools of Music, the National Federation of Music Clubs, and such other allied organizations as the National Congress of Parents and Teachers. The Program for Music Education in Wartime calls for special cooperation with various government offices and wartime agencies.

NATIONAL ASSOCIATION OF DEANS OF WOMEN

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Alice Crocker Lloyd, dean of women, University of Michigan, Ann Arbor, Mich.; *vicepresident*, Grace H. Wilson, dean of women, Colorado State College of Education, Greeley, Colo.; *secretary*, Ruth Hier, dean of girls, James Ford Rhodes High School, Cleveland, Ohio; *treasurer*, Helen Hall Moreland, dean of women, University of Southern California, Los Angeles, Calif.; *executive secretary*, Kathryn G. Heath, 1201 Sixteenth St., N. W., Washington, D. C.

HISTORICAL NOTE

The National Association of Deans of Women, a department of the National Education Association, associated itself with the NEA in 1918.

The publications of the Department consist of a quarterly *Journal* and miscellaneous monographs. The annual dues, \$5, are payable to the executive secretary.

PROGRAM AND ACTIVITIES

The Association seeks to increase the effective service of deans, counselors, and advisers by strengthening their professional standards and status.

Special war service—Included among the Association's activities which in one way or another impinge on the war effort are: (a) advisory service with governmental, school, and other agencies interested in sources of personnel workers for consultation and recruitment; (b) channeling of information on war plans and programs as they affect student personnel workers.

Publications—Now more than ever before the work of the dean is that of leadership in guidance rather than guidance detail. The *Journal*, official organ of the Association, informs student personnel workers of current movements and specific practices in the guidance field. Volume IV of *Guide to Guidance*, a comprehensive 83-page annotated bibliography, provides a ready reference to the 1941 publications in personnel and related fields. Twenty-two *Albums* of carefully classified personnel record forms from teacher-training institutions thruout the country recently were completed for the use of members needing suggestions for setting up or revising their personnel record systems.

Information service—The Association serves as a clearing-house for information on the training, qualifications, and functions of deans and on other phases of their work.

Conventions—A four-day winter conference in San Francisco, February 17-20, was held just two months after the United States formally entered the war. Much of the program which had been prepared prior to December 7 was scrapped. The emphasis was changed from that of the student personnel worker and defense to that of the student personnel worker and war. Monroe E. Deutsch, vicepresident and provost of the University of California at Berkeley, gave the keynote of the conference in his address "Let Us Face the Present,"¹ and Dean Helen Pool Rush of the University of Pittsburgh made very practical application of Mr. Deutsch's remarks in an outstanding address on "The Dean's Part in Youth's Adjustment in Meeting the Present Emergency." Mrs. Virginia Judy Esterly, counselor on human relations at Scripps College, was one of the speakers who directed the educators' attention to their added responsibility for the future in her address on "Educating Women for a Postwar World."²

Reports on the general sessions, the section meetings, the interest groups, and the business meetings will be found in the March 1942 and June 1942 issues of the *Journal* of the National Association of Deans of Women. Some of the addresses have been published in these two issues and in the October 1942 *Journal* of the Association.

At the conference of the National Association of Deans of Women at Denver on July 1, 1942, Colonel M. Thomas Tchou gave an impressive address on "The Part the Schools May Play in the Reconstruction Period Following the War." This address is available in printed form from the Office of the World Citizenship Movement, 30 East Lorain Street, Oberlin, Ohio. Colonel Tchou emphasized the importance of education in the regeneration of the world: "To usher in a lasting better world order, the people must first be educated for it; and in meeting this need our teachers have the greatest opportunity their profession can offer them. Teachers can become the very makers of this new world order." Some of the specific ways which he suggested of accomplishing this end were:

1. The study of world history, current world events, and world needs.
2. Study groups for the exchange of views on world citizenship and methods of teaching it.
3. Selection of materials conducive to the creation of right attitudes.
4. Pupil participation in forums, discussion groups, exhibitions of the cultural contributions of different nations, world citizen clubs, model world parliaments, etc.
5. Teacher participation in the worldwide movement to promote world citizenship, especially in cooperation with the teachers of other lands.

Grace Wilson, dean of women, Colorado State College of Education, and vicepresident of the National Association of Deans of Women, presided at the general session at which Colonel Tchou spoke. Louise Fauteaux, dean of women, Colorado College, and president of the Colorado Association of Deans of Women, welcomed the group to Colorado and Kathryn G. Heath, executive secretary, gave greetings from the National Association. In addition to the general session, several informal meetings were held.

¹ *Journal of the National Association of Deans of Women* 5: 109-16; March 1942.

² *Journal of the National Association of Deans of Women* 5: 123-28; March 1942.

Professional and public relations—The Association is a cooperating group in the Council of Guidance and Personnel Associations. In addition, it cooperates with other educational professional organizations and with lay groups interested in promoting the welfare of young women.

NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS OF SECONDARY SCHOOLS

OFFICERS, 1942

The officers of the department for the year 1942 are: *president*, William E. Blake, journalism director, Hartford High School, Hartford, Conn.; *vicepresident*, Olive Allen, journalism director, Central High School, St. Paul, Minn.; *secretary*, Gunnar Horn, journalism director, Central High School, Omaha, Nebr.; *treasurer*, Thelma McAndless, State Normal School, Ypsilanti, Mich. New officers are elected in October of each year.

PRESIDENT'S REPORT, 1941-42

WILLIAM E. BLAKE, HARTFORD HIGH SCHOOL, HARTFORD, CONN.

The National Association of Journalism Directors' committees, tho hampered by the general concentration on the war and the redirection of effort in order to be of service to the country in the present emergency, have completed some work and undertaken other projects in line with the present national situation.

The Committee on the Constitution is now ready to make a final report on proposed changes so that the document may be in harmony with the Department needs of the National Association of Journalism Directors. The activity of this organization on curriculum planning is being continued thru membership on the general committee that has already presented and printed its first major report. This Association is also working on another special committee devoted to the study and publication of the major problems of the war and the work the journalism departments are doing to help achieve eventual victory.

The National Association of Journalism Directors went on record in Denver as opposed to the policy now being followed in the midwest of forbidding institutes or other meetings of educational nature in which secondary-school pupils participate.

The schedule of national meetings has been restricted to a single get-together that will be held as a part of NEA convention in the summer.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

OFFICERS, 1942-43

The officers of the Association for the year 1942-43 are: *president*, Virgil M. Hardin, principal, Pipkin and Reed Junior High Schools, Springfield, Mo.; *first vicepresident*, Hugh H. Stewart, principal, Davis High School, Mt. Vernon, N. Y.; *second vicepresident*, E. R. Jobe, state high-school supervisor, Jackson, Miss.; *executive secretary*, Paul E. Elicker, 1201 Sixteenth St., N. W., Washington, D. C.; *associate secretary*, H. V. Church, 5835 Kimbark Ave., Chicago, Ill.; *Executive Committee*, John E. Wellwood, principal, Central High School, Flint, Mich. (term expires 1943); Galen Jones, principal, Plainfield High School, Plainfield, N. J. (term expires 1943); Wilfred H. Ringer, headmaster, Brookline High School, Brookline, Mass. (term expires 1944); E. W. Montgomery, superintendent of high schools, and president, Junior College, Phoenix, Ariz. (term expires 1945).

HISTORICAL NOTE

The National Association of Secondary-School Principals, a department of the National Education Association, was organized in Topeka, Kansas, in 1886, under the name of the Department of Secondary Instruction. In 1917, at Kansas City, Missouri, the organization became known as the National Association of Secondary-School Principals. In February 1927, at St. Louis, Missouri, consideration was given to the affiliation of the Association with the National Education Association as a Department of Secondary-School Principals to include the whole field of secondary education, comprising junior high schools, senior high schools, and junior colleges. At Boston, Massachusetts, it became the Department of Secondary-School Principals of the National Education Association. In February 1939, at the Cleveland meeting, the name of the Department became the National Association of Secondary-School Principals of the National Education Association, and in July 1940 the central offices were removed from Chicago to the headquarters building of the National Education Association in Washington, with Paul E. Elicker, executive secretary, and Harry V. Church, associate secretary.

The publications of the Association consist of *The Bulletin*, issued eight times a year, October to May inclusive; and *Student Life*, an illustrated magazine of student activities, issued eight times a year, October to May inclusive.

The annual dues are \$3, payable to the executive secretary.

THE SECONDARY SCHOOLS MEET THE CHALLENGE

VIRGIL M. HARDIN, PRESIDENT OF THE ASSOCIATION; AND PRINCIPAL,
PIPKIN AND REED JUNIOR HIGH SCHOOLS, SPRINGFIELD, MO.

Immediately after our nation entered upon its preparedness program, secondary-school leaders were confronted with this very vital question, What shall be our part in the preparedness program?

Many schools began to give more definite attention to the problem of guiding pupils in those experiences which would deepen their understanding and appreciation of our democratic ideals, our great heritage, and of what the nature, of the steps necessary to preserve and protect our way of life should be. While it is true we were not engaged in the actualities of war, yet the situation facing our country caused the secondary schools to realize the imperative need for facing this problem realistically. The catastrophe of Pearl Harbor which brought our nation into the war conflict again brought the schools face to face with some very challenging questions.

The first question which demands a positive answer is, Shall the schools declare a moratorium on all experimentation with new programs for the duration of the war? To give an affirmative answer to this question would mean two things: it would mean that the schools would lose whatever gains they had realized in reorganizing the curriculum for the purpose of coming to grips with the social and economic issues confronting youth and society, and it would mean that experimentation is sound in principle only in peacetime.

The second question demanding an answer is, because of the pressure from certain quarters, Shall the schools stress mathematics and physics at the expense of general education? Let it be granted that the war emphasizes the need for men who are trained in the fields mentioned, yet by the time youth receive adequate training both in the secondary school and college it will be too late to be of significant worth to the war effort. Furthermore, schools would have to decide who should take this specialized training, for it is evident that not all pupils could profit by these courses.

A third question is, Shall the schools take advantage of the increased job opportunities for youth to eliminate the nonacademic? To give an affirmative answer to this question would imply that the schools were never sincere about universal secondary education and that they were interested only in preparing youth for an age which no longer exists. Furthermore, they would have to admit that the same conditions existed in the schools as when the federal government found it necessary to set up NYA and CCC programs because of the inadequate curriculum of the secondary schools.

A fourth question which the schools will have to consider is, What use can be made of war problems to provide significant situations for youth? The sugar and tire rationing problems, the tax problems, labor problems, cooperation with our allies, the trend toward internationalism, and the sweeping changes in war methods are illustrations of the problems which the schools may use for educational purposes.

These questions are only suggestive of the many that the schools will have to face and the answers that they give in a positive way will determine their worth both to youth and to our nation in its struggle for survival.

ACTIVITIES OF THE ASSOCIATION

Many activities were carried on during the year that were directed toward the improvement of secondary education and provision for adapting the curriculum to the educational needs of youth and to a revision of the curriculum for the training of secondary-school students for wartime service.

In this latter direction, the department encouraged and promoted a consideration by secondary schools everywhere of national wartime needs and a study of *A War Policy for American Schools*,¹ issued in January 1942 by the Educational Policies Commission. The document gave an early statement of a sound war policy for American schools. It proposed eleven educational priorities in education for schools in wartime with a discussion of numerous jobs that a school could undertake immediately. It contained some general recommendations regarding several problems created in schools by the conditions of war.

The department requested schools to report on the wartime service they had rendered during the latter part of the school year and a summarized report on these activities was issued to all members of the department in October 1942. This report was assembled and prepared for publication and issue by the headquarters staff of the department.

Education and National Policies

The department was represented by its executive secretary, Paul E. Elicker, on the U. S. Office of Education Wartime Commission, authorized by Federal Security Administrator Paul V. McNutt on December 24, 1942. This Commission was set up:

1. To facilitate the adjustment of educational agencies to war needs
2. To inform the government agencies directly responsible for the war effort concerning the services schools and colleges can render
3. To determine the possible effects upon schools and colleges of proposed policies and programs of these government agencies.

The problems considered, the policies determined, and programs for adapting education to meet war emergencies have been published in *The Bulletin*, the official publication of the department, and promoted thru state and local teachers conventions, in order to gear secondary education to the winning of victory and the postwar peace.

The Commission has accomplished the following for education:

1. Worked vigorously for accelerated programs of training
2. Developed and recommended far-reaching adaptations in the curriculum
3. Recommended wartime duties for teachers, school officials, and students

¹ National Education Association and American Association of School Administrators, Educational Policies Commission. *A War Policy for American Schools*. Washington, D. C.: the Commission, 1942.

4. Proposed and secured federal action for the extension of certain educational services needed in the war effort.

Studies on Secondary Education

The department has been engaged in studies on several areas in education during the year:

1. The Occupational Adjustment Study
2. The Student Activity Program
3. Education for Democratic Citizenship
4. Consumer Education.

1. *The Occupational Adjustment Study*—This two-year study was completed during the year. An extensive study was made of the occupational interests of thousands of students in the postschool period and to determine the relationship of their occupational adjustment in the postschool period to specific school practices and training. During this second and final year of the study, emphasis was placed on the introduction of follow-up procedures in secondary schools and the experimental tryout of the survey-plan under normal school conditions.

The final report, *The School Follows Through*, issued in November 1941,² gave a complete account of the follow-up plan in forty selected schools thruout the country and the development of technics and procedures for an "Occupational Follow-Up and Adjustment Service Plan" for all schools. Forms and manuals were desired for use in schools.

The follow-up plan has demonstrated its value as an instrumentality for self-improvement on the part of individual schools. Sometimes it has provided the actual materials to be used in an improved program; other times it has merely served to indicate specific phases of the program needing improvement. It has resulted in the introduction of courses new to "Retail Selling." Many courses already established have been modified as a result of the survey. Sometimes this involved a change in emphasis or procedure, such as the use of more business machines in commercial instruction; other times it led to new units or objectives, such as the introduction of a unit on blueprint reading or the attempt to develop poise and self-confidence in dealing with strangers. In this connection the follow-up plan often became a regular part of the curriculum.

The follow-up survey led to improvement in guidance programs by providing specific materials for use in counseling and often by causing a complete re-evaluation of the established program. It also established its value as a supplement to the placement program. The follow-up survey resulted in the professional development of the faculties of many of the schools as they reviewed the information gathered, evaluated their present programs in light of this information, and then set about finding better ways of meeting the needs of youth which had been highlighted by the survey. The survey resulted in improved school-community relations as the former students and

² *The School Follows Through*. Bulletin No. 101. Washington, D. C.: National Association of Secondary-School Principals, a department of the National Education Association, 1941.

their parents were assured of the school's continued interest in them and desire to continue to serve them.

Finally, then, the survey resulted in benefits for all concerned: the former students from whom the information was gathered were benefited thru counseling during interviews and thru the educative experience of answering provocative questions; the teachers who participated in the survey benefited by gaining a more realistic insight into youth problems and by being challenged to do something about them; and the students still in school were benefited by the improvement in the school's program designed to prepare for occupational adjustment.

2. *The student activity program*—During the year a special committee on student activities, under the direction of Edgar G. Johnston, professor of secondary education, University of Michigan, completed a two-year study of student activities in secondary schools. The final report was issued as the bulletin, *Vitalizing Student Activities in the Secondary Schools*, for December 1941.³ It discussed the many practical issues involved and suggested recommendations on these aspects of student activities: I Critical Problems in the Administration of Student Activities; II The Student Council; III Student Clubs; IV Athletics; V Student Publications; VI Educational Trips; VII The Assembly; VIII Contests, Festivals, and Tournaments; IX The School and Other Youth-Serving Agencies; X Extracurriculum Activity Funds; and XI The Relation of Activities to the Curriculum.

3. *Education for democratic citizenship*—In 1940, thru a grant from the General Education Board to the National Association of Secondary-School Principals and the National Council for the Social Studies, departments of the National Education Association, a study was begun under the direction of a committee, Paul B. Jacobson, principal, University High School, University of Chicago, chairman. The committee, thru research studies, provided new instructional material for teachers on vital social, political, and economic issues in our American life. The committee realized that secondary-school teachers are often criticized unjustly because instruction in the social studies does not use recent research findings. Three conditions are responsible for the "lag" between textbook materials used in the schools and information available in research centers.

Secondary-school teachers do not have ready access to the research findings. After teaching from 150 to 250 pupils in five or six classes the teacher does not have the time or the energy to find and synthesize the research materials. Those teachers who have overcome these obstacles, and there are many, are not recognized authorities. Their material is criticized by groups in the community who oppose the findings.

The Resource Units are an attempt to remedy the situation. An eminent authority in the subjectmatter field has been secured to prepare an analysis of 10,000 to 15,000 words on each of 28 critical problems. A master teacher has prepared teaching aids and pupil activities in terms of pupil behavior.

³ *Vitalizing Student Activities in the Secondary School*, Bulletin No. 102. Washington, D. C.: National Association of Secondary-School Principals, a department of the National Education Association, 1941.

These Resource Units were prepared for teachers; they are not intended for pupil reading. The Resource Unit is a storehouse from which a teacher may draw both information and suggested methods from which to build a teaching unit to be used in a specific class. In all probability, two teachers in the same school will prepare different teaching units after studying the Resource Unit. It is quite likely that a teacher may prepare different teaching units for each of several classes within a school. In no sense should a teacher feel obligated, or desire, to use all the material in a Resource Unit in any one class. For sake of emphasis it may be repeated that the Resource Unit is a reserve stock from which the teachers may draw.

At this date five of the Resource Units have been published:

1. *How Our Government Raises and Spends Money: Teaching American Youth How Local, State, and National Governments Finance Their Activities.* By Mabel Newcomer and Edward A. Krug.

2. *American Youth Faces the Future: Responsibilities and Opportunities for Youth in the World of Today and Tomorrow.* By Floyd W. Reeves, Howard M. Bell, and Douglas S. Ward.

3. *Man and His Machines: Teaching American Youth How Invention Changes the Modern World.* By William F. Ogburn and Robert B. Weaver.

4. *Recreation and Morale: Teaching American Youth How To Plan and Use Leisure Time.* By Jesse F. Steiner and Chester D. Babcock.

5. *Race and Cultural Relations: America's Answer to the Myth of a Master Race.* By Ruth Benedict and Mildred P. Ellis.

In addition, a manual for teachers on *Using a Resource Unit* was prepared by I. James Quillen, associate professor of education, Stanford University, California.

The Resource Unit *How Our Government Raises and Spends Money* and the manual *Using a Resource Unit* were distributed free to about 15,000 members of the two departments and to all the secondary-school principals in two states—Wisconsin and New Jersey.

Plans have already been made for the publication of ten additional Resource Units during the early part of this school year.

4. *Consumer education*—The department has authorized a three-year study on consumer education for secondary education, under directorship of Thomas H. Briggs, formerly of Teachers College, Columbia University.

Francis L. Bacon, chairman of the Planning Committee, made the following announcement of the latest study that will be begun this year:

Today we are able to announce the newest project of our Association. All of us have become increasingly aware of the fact that whatever positions of leadership our pupils may attain and whatever field of productivity they may go into, they are all fundamentally consumers. Increasingly we realize that not enough emphasis has been given to this consumership function in our educational content and methods. Therefore, to make our educational efforts as broadly useful as possible, we need to apply them adequately to the teaching of consumership. . . .

Thomas H. Briggs of Teachers College, Columbia University, a charter member of our Planning Committee and a long-time, devoted counselor and friend of our Association, happened one day to be chatting with Howard Cool, the director of Consumer Interests of the National Better Business Bureau. The friendly conversation of Briggs and Cool developed into a suggestion that Cool and Briggs should meet with our Planning Committee for the consideration of a mutual educa-

tional problem. This was done. At our Atlantic City meeting in 1941 your Executive Committee also considered the problem. As a result, a subcommittee met with representatives of the National Better Business Bureau. Further detailed consideration was given to the possibilities at the October meeting of your Executive Committee. Since that time a subcommittee has continued liaison with the Bureau with the happy result that we are able to announce today a joint project in the field of consumer education.

As yet, plans are only in a tentative stage. There are many details which will need to be worked out. Those of us who have given much consideration to the possibilities are greatly impressed not only with the significance of this co-operative effort but with the promise of a tremendously important educational service.

It appears, as far as we know, that this will mark the first co-operative venture of this character in the educational field. We have done much talking about the need for this type of concerted effort in our American democracy. Our surprise, perhaps, is no greater than our pleasure that we find such a remarkable opportunity suddenly available.

Whatever plans are made, however large the endeavor becomes, the results which will be educationally important must be forthcoming in the front lines—from the schools in the field. Thus it will be the chief concern of your association so to direct and develop this enterprise that its philosophy, materials, and services will be of practical significance not only to you as administrators but to your teachers and, most of all, to the pupils of your schools.

Among the contemporary materials in the economic area which go into the classroom are various publications supplied by business and manufacturing concerns. Some of these are good and some are not so appropriate for school use. Too often such material is loaded with sales promotion. One of our purposes, no doubt, will be to find a way to discourage business from sending pure sales promotion into the schools as "education," and to help the teacher recognize that material prepared by business information which does deserve attention. There is much in the reservoirs of business information which is desirable and needed in schools but is not obtainable in textbooks. Some way should be found to make the best educational use of this material. In this respect, too, our association should discover effective methods of interpretation and of evaluation.

Beyond these hastily mentioned possibilities should come a service of bibliography, of research, of curriculum organization for integrated as well as for distinct courses in the field of consumer economics. Obviously it will take much planning and detail work before the project may be set fully in motion. But within the next year a very considerable progress should be made. Unquestionably this proposal can become one of the most significant accomplishments of this association.⁴

Standardized Record for Secondary Schools and Colleges

In cooperation with the American Council on Education, the Progressive Education Association, the American Association of Collegiate Registrars, and the Regional Associations, a committee made a thoro study of the desirability of a uniform blank for recording and transferring the scholastic and personality record of a secondary-school student to other secondary schools, to colleges, and to inquiring employers.

Record forms known as the *Secondary School Record* and the *Personality Record* were devised and recommended to the various educational institutions and organizations for adoption and use.

The forms were adopted by the National Association of Secondary-School Principals, several hundred colleges, and four regional associations, the

⁴ "The Schools Carry On." *Bulletin of the National Association of Secondary-School Principals* 26: 88, 90-91; March 1942.

New England Association of Colleges and Secondary Schools, the Middle States Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, and the Southern Association of Colleges and Secondary Schools.

National Conventions

The Association held educative meetings for school administrators at the time of the annual convention of the American Association of School Administrators in San Francisco, California, February 21-26, 1942, and the annual convention of the National Education Association in Denver, Colorado, June 28-July 2, 1942.

At the convention in San Francisco, five general meetings were held including special sessions for the junior high-school and the junior-college groups. The general theme of the convention was "The Schools Carry On."

At the Denver convention two joint meetings were held with the American Association for Health, Physical Education, and Recreation, and the National Council for the Social Studies. The theme of the meetings was "Secondary Education in Wartime."

The full proceedings of this department are published in the *Bulletin* for March 1942.

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH

OFFICERS, 1942-43

The officers of the National Association of Teachers of Speech for 1942 are: *president*, Claude M. Wise, Louisiana State University; *first vicepresident*, Robert West, University of Wisconsin; *second vicepresident*, Louis M. Eich, University of Michigan; *Executive Council*, Charles P. Green, University of Oklahoma; Charles Layton, Muskingum College; Anne McGurk, Highland Park Junior College; Arthur Woehl, Hunter College; and Wilbur E. Gilman, University of Missouri. Re-elected for a three-year term as executive secretary was Rupert L. Cortright, Wayne University. The Association's editor and fourteen additional members of the Executive Council continue their terms from previous elections. Also sitting on the Council as ex officio members for the first time at the Detroit meeting were: Charles P. Green, University of Oklahoma, president of the Central States Speech Association; Charles S. Lindsley, Occidental College, president of the Western States Speech Association; Arthur Woehl, Hunter

College, president of the Eastern Public Speaking Conference; James H. Parke, University of Texas, president of the American Educational Theatre Association; and Samuel D. Robbins, Emerson College, president of the American Speech Correction Association.

ACTIVITIES

The National Association of Teachers of Speech, in its twenty-seventh year, is giving major attention to adapting its program to war needs. Born during the First World War, finding its greatest period of growth during the nation's worst depression (even doubling its membership during the one year 1935), the Association is concerned with devoting its maximum efforts toward victory in this war of survival.

William Norwood Brigance, Wabash College, editor of the *Quarterly Journal of Speech* (official publication of the Association), has prepared a special section on "Speech and the War" to appear in the October issue and to be continued in December. Included in this section will be an article on "Effective Recording in Spite of Priorities" and an article by Lee Norvelle, Indiana University, telling what the theater is doing in national defense. This will be an authentic article of real significance because of Professor Norvelle's consultant relationship to the War Department. In the December issue also will be presented a new annual feature surveying worthwhile speech recordings of the year; and in the February 1943 issue another new feature surveying outstanding educational radio programs of the year. The Association's Secondary-School Committee has completed the collection and editing of a valuable series of practical articles for the secondary-school teacher of speech. These will appear serially in the *Quarterly Journal of Speech*, beginning in the October issue with "A Simplified Plan for Building Secondary-School Courses of Study in Speech" by the Committee chairman, Karl Robinson, University High School, State University of Iowa.

The Association takes pride that Donald Hayworth, a member, has been called (from the chairmanship of the Department of Speech at Michigan State College and his early achievement as director of the Speakers' Bureau for the Michigan Office of Civilian Defense) to Washington to take charge of all speaking activities on the war effort. He is chief of the Speakers' Section in the Washington Office of Civilian Defense. The Association appreciates also the valuable service to our government during the past year by Alan Nichols, also a member, of the School of Speech of the University of Southern California, as director of the National Intercollegiate Discussion Contests from the Office of the Coordinator of Inter-American Affairs. At the present time several other Association members are teaching speech in officers' training schools thruout the country.

In response to a request from the U. S. Office of Education early in the spring, the National Association of Teachers of Speech assigned to its already active Committee on Problems in Speech Education (chairman: Franklin H. Knowler, State University of Iowa) the urgent task of drawing up recommendations for adaptations of the speech curriculum in colleges of

arts and sciences to wartime conditions. The Association's president and executive secretary were added to the Committee for this special task and the Committee's completed report was forwarded to Washington in late July. After surveying some fifteen illustrations of wartime speech activities already engaged in by college and university departments of speech, the report concludes:

We work to contribute to the liberal education of soldier and citizen alike; we believe we have specialized service to offer the student of many professions; we affirm the value of education of youth for the solution of our postwar problems. Since no powers of foresight enable us to "teach the answers," we hold firm in our conviction that youth must become experienced in the methods of finding the answers. In a democracy this means cooperative thinking and planning. Cooperative solution of problems as a form of social activity requires skill in the uses of speech. Since we fight for freedom of speech, do we not have an obligation for responsibility and effectiveness in its use?

Last December the Association was asked to name a representative to a revamped and enlarged committee along the lines of the former Commission on Cooperative Curriculum Planning for the purpose of continuing that study and adapting it to war needs. Franklin Knower, having previously served in this connection and having edited for the Association the section on "Speech" in the C.C.C.P. volume, *The Subject Fields in General Education*, was named to this important wartime committee.

The Association's Committee on Research in American Public Address (chairman: W. N. Brigance) has, after long and careful labor, completed and delivered to the printer its monumental work on the *History of American Public Address*. This will soon be off the press in a two-volume edition. Into each chapter has gone the finest products of research, critical evaluation, writing, and rewriting by the profession's ablest students of American orators and oratory. The Committee has been at work on this project since 1934 and individual orators, to each of whom a full chapter is devoted, were the choices of leading contemporary historians as the ones whose oratory most influenced the development of the nation.

The Association will publish in December under the newly elected editor, Russell Wagner of Cornell University, its ninth annual volume of *Speech Monographs* presenting recent, outstanding research achievements in the field and bringing up to date the Association's cumulative record of all advanced degrees granted and all master's and doctor's theses completed in the field of speech. It is interesting to note from the data in Volume VIII that 82 percent of the master's and 90 percent of the doctor's degrees in the field of speech have been granted during the last ten years. Thru 1940 only thirty-five institutions have granted graduate speech degrees—a total of 1,607 master's degrees with thesis, 1,583 master's degrees without requirement of thesis, and 198 doctor's degrees—for a grand total of 3,388 graduate degrees.

In October the Association will publish its annual *Directory*, including a publishers' bibliography of books in the field of speech. There will be a special designation of members absent in the nation's armed forces. It is

the Association's policy to continue in membership without charge "for the duration" all members called to the armed forces.

Another interesting development of the year has been the establishment of a Secondary-School Service Division of the Secondary-School Committee. "The service includes the giving of advice and suggestions on methods of teaching various aspects of speech; materials and sources of materials; the organization of courses of study in all fields of speech; the integration of speech with English, social studies, and other subjects; the direction of speech activities and contests, including debate, extemporaneous speaking, group discussion, oratory, declamation, interpretative reading, and dramatic festivals; miscellaneous problems dealing with budget and financing of the speech program, teacher-administrator and teacher-community relationships."

Other committees have been active. The Elementary-School Committee (chairman: Carrie Rasmussen, Longfellow School, Madison, Wisconsin) is also collecting and editing a series of articles. The Junior College Committee (chairman: Raymond P. Kroggel, Missouri State Department of Education), jointly recognized by the American Association of Junior Colleges, has completed recommended outlines for junior-college courses in speech fundamentals, debate and discussion, dramatics, and radio.

Under the guidance of Chairman Charles R. Layton of Muskingum College, and with the cooperation of Delta Sigma Rho, Pi Kappa Delta, and Tau Kappa Alpha representatives, the Association's Committee on Intercollegiate Debate and Discussion Activities for the fourth consecutive year chose the intercollegiate debate topic used thruout the nation in 1941-42. The choice for the 1942-43 academic year will be similarly made under the chairmanship of George Beauchamp of Manchester College.

At the twenty-sixth annual convention of the National Association of Teachers of Speech at the Hotel Statler, Detroit, Michigan—meeting with the American Educational Theatre Association and the American Speech Correction Association—699 paying delegates were officially registered, December 29, 30, and 31, 1941.

Action of the Detroit convention included working out details of a cooperative arrangement whereby the three associations will hold their conventions simultaneously with joint registration and program; choice of New York City for the 1943 convention; increasing the annual membership and *Journal* subscription to \$3 and the joint NATS, A.E.T.A., and A.S.C.A. convention fee to \$2.50; and preparing the Association for increasing national emergency.

Highlights of the Detroit convention program included a demonstration of "Voder," the robot voice, by Assistant Vicepresident J. O. Perrine, American Telephone and Telegraph Company, in the best attended opening general session in the twenty-six conventions of NATS history. Great interest was also manifested in a report on "Winston Churchill, Orator," by Loren D. Reid of Syracuse University. This was accompanied by newsreel recordings of Churchill's speaking. Two talks at the convention's final general session were greatly appreciated by the delegates: "A

State Superintendent of Public Instruction Looks at the Speech Program" by Michigan's state superintendent of public instruction, Eugene B. Elliott, and "A College Administrator Looks at the Speech Program" by Dean W. W. Whitehouse, Liberal Arts College, Wayne University.

In addition to two sectional programs devoted to oral interpretation of literature at both college and high-school levels, the delegates enjoyed two afternoon reading hours. At the one, contemporary poetry was read by Charles P. Green of the University of Oklahoma; Davis Edwards of the University of Chicago; Sara A. Hawkinson of Midland College; and W. M. Parrish of the University of Illinois. At the other, classical poetry was read by Margaret Prendergast McLean of Hollywood, California, and Ernest Badenoch of Kansas State Teachers College.

Other interesting sectional programs were devoted to "The Promotion of Speech Teaching," "Rhetoric," "Speech Education in the Elementary Schools," "Phonetics," "Linguistic Phonetics," "Experimental Phonetics," "Semantics," "Speech Education in High Schools," "College Forensics," "Speech Education in Junior College," "Contemporary Public Address," "Modern Mechanical Devices for Teaching High-School Speech," "British Oratory," "American Oratory," "Regional Studies in American Oratory," "The Place of Speech in General Education on the College Level," "Experimental Studies Employing Tests and Measurements," "Radio," and "Personality Aspects of Speech." The Committee on Debate Materials and Interstate Cooperation of the National University Extension Association, under the chairmanship of Bower Aly of the University of Missouri, also arranged several sectional meetings. The fields of speech correction and dramatics were covered by the sessions of the American Speech Correction Association and the American Educational Theatre Association. The former placed emphasis upon technical papers and conducted professional seminars. The Theatre programs included attention to creative projects and research, objectives and standards, motion picture appreciation, playwriting and experimental production, contests and festivals, childrens' theaters, teacher and professional training, college and regional theaters.

SUMMARY OF DENVER MEETING

The emphasis of the speech sections in the NEA program at the Denver convention was on the work in the elementary and junior and senior high schools. In a joint session with the Department of Secondary Education a program was built around the theme of "The High-School Speech Program for Morale Building." Demonstrations of programs for patriotic purposes in drama, discussion, and radio were given by the summer high-school laboratory speech classes of the University of Denver, under the direction of Arnold Melzer of Sheboygan, Wisconsin, high school and Vida R. Sutton of the National Broadcasting Company. Alfred Westfall of Colorado State College of Agriculture gave a paper on "How the Speech Student May Help Win the War," and Mrs. George F. Reynolds of the University of Colorado discussed "Old Technics for Changing Conditions."

Noteworthy on this program was a lecture-reading by Reginold Pole, actor and critic, which illustrated integration principles thru the speech arts. Also, a panel discussion on "The Administrator and Speech" was presented by Superintendent H. D. Eldridge of the Greeley, Colorado, public schools; Rowena K. Hampshire, speech teacher of the Cheyenne, Wyoming, high school; Claude Pendleton, principal of the Cole Junior High School in Denver; Superintendent L. J. Hauser of the Riverside, Illinois, public schools.

One of the most interesting programs was a symposium on "Changing Methodologies in Speech Education" which was presented the afternoon of July 1. T. Earl Pardoe of Brigham Young University, Sylvester Toussaint of Colorado State College of Education at Greeley, Laverne Bane of the University of Utah, and S. I. Hayakawa of the Armour Institute of Technology were the leading contributors. Demonstrations of choral speaking at the junior high-school level were presented by Beth Rudolph of the Byers Junior High School of Denver. Speech correction methods for children were presented by Edna Hill-Young of the Hill-Young School of the University of Denver.

The Denver program was formulated under the direction of a special subcommittee of the National Association of Teachers of Speech in charge of relations with the NEA. Elwood Murray of the University of Denver was chairman of this committee which consisted of Clyde Dow, Massachusetts State College; Ruth Thomas, Newark, New Jersey, public schools; Louis Abney, Teachers College, Kansas City, Missouri; Carrie Rassmussen, Longfellow School, Madison, Wisconsin.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

OFFICERS, 1942

The officers for the calendar year 1942 are: *president*, Roy A. Price, Syracuse University; *first vicepresident*, Allen Y. King, Cleveland public schools; *second vicepresident*, I. James Quillen, Stanford University; *executive secretary*, Wilbur F. Murra, 1201 Sixteenth Street, N. W., Washington, D. C.; *editor of Social Education*, Erling M. Hunt, Columbia University; *elected directors*, Nelle E. Bowman, Tulsa public schools; Robert E. Keohane, University of Chicago; Burr W. Phillips, University of Wisconsin; Hilda Taba, University of Chicago; Edgar B. Wesley, University of Minnesota; Howard B. Wilder, Melrose public schools.

HISTORICAL NOTE

The National Council for the Social Studies was organized in 1921. It was made a department of the National Education Association by the Board of Directors at the Indianapolis meeting of the Association in 1925. In 1939 it was incorporated under the laws of the state of Illinois. A national headquarters office was established in the headquarters building of the National Education Association in Washington in June 1940, at which time its first executive secretary assumed his duties.

The official journal of the Council was the *Historical Outlook* from 1921 thru 1933; the *Social Studies* from 1934 thru 1936; and has been *Social Education* since January 1937. Seventeen bulletins, twelve yearbooks, and two books in a new Curriculum Series have been published to date. Annual dues of \$3 entitle each member to receive the official journal (issued monthly, October thru May), the yearbook, occasional bulletins, and other publications.

Presidents of the National Council for the Social Studies have been: A. E. McKinley, 1921; L. C. Marshall, 1922; W. H. Hathaway, 1923; T. J. McCormack, 1924; H. C. Hill, 1925; Bessie Pierce, 1926; J. M. Gambrill, 1927; A. C. Krey, 1928; A. C. Krey, 1929; Edgar Dawson, 1930; R. M. Tryon, 1931; D. S. Morgan, 1932; W. G. Kimmel, 1933; H. E. Wilson, 1934; E. B. Wesley, 1935; R. O. Hughes, 1936; Elmer Ellis, 1937; C. C. Barnes, 1938; Ruth West, 1939; H. R. Anderson, 1940; F. P. Wirth, 1941.

ACTIVITIES IN 1941-42

Six meetings of the National Council for the Social Studies were held during the past year, as follows:

November 20-22, 1941, in Indianapolis, the Twenty-First Annual Meeting.

December 29-31, 1941, in Chicago, with the American Historical Association.

December 29-31, 1941, in New York, with the American Political Science Association.

February 20, 1942, in San Francisco, with the American Association of School Administrators.

May 9, 1942, in Lexington, Kentucky, with the Mississippi Valley Historical Association.

June 29-July 2, 1942, in Denver, with the National Education Association.

Publications issued during the past year, in addition to the eight issues of *Social Education*, included:

Bulletin No. 17 (September 1941) *Reading Guide for Social Studies Teachers*, by Edgar B. Wesley.

Twelfth Yearbook (November 1941) *The Social Studies in the Elementary School*, edited by William E. Young.

Problems in American Life, Units No. 1-5 and teacher's manual, a series of Resource Units being published jointly with the National Association of Secondary-School Principals. (For full list of titles and authors see page 292.)

At this writing, seven other publications are in press, all scheduled to appear during October and November 1942:

Thirteenth Yearbook, *Teaching Critical Thinking in the Social Studies*, edited by Howard R. Anderson.

Problems in American Life, Units No. 6-10.

Bulletin No. 18, *Paying for the War: A Resource Unit for Social Studies Teachers*, by Chester D. Babcock, Eber Jeffery, and Archie W. Troelstrup.

Membership increased sharply until January and has declined slightly since that date. A net gain of 155 was recorded for the year ending August 31; the total on this date in 1942 was 3199 as compared with 3044 on August 31, 1941.

Three meetings remain to be held in 1942: November 26-28, in New York City, the Twenty-Second Annual Meeting; December 28-30, in Chicago, with the American Political Science Association; December 29-31, in Columbus, Ohio, with the American Historical Association.

Accounts of all meetings and some of the addresses were published in various issues of *Social Education*.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Sue M. Powers, county superintendent of schools, Shelby County Schools, Memphis, Tenn.; *vicepresident*, Mrs. Inez Johnson Lewis, state superintendent of public instruction, State House, Denver, Colo.; *secretary*, Mary J. Sweeney, viceprincipal, elementary school, 118 Twenty-Sixth Ave., San Francisco, Calif.; *treasurer*, Lucy Mason Holt, principal, Ocean View School, Norfolk, Va.; *auditor*, Mary Elizabeth O'Connor, 158 Highland St., Taunton, Mass.; *directors*, Bess Goodykoontz, assistant commissioner of education, U. S. Office of Education, Washington, D. C.; Agnes Samuelson, secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines, Iowa; Mary McAndrew, superintendent of schools, Carbondale, Pa.

SECRETARY'S MINUTES

San Francisco, California

February 24, 1942

Luncheon and Program Meeting

The luncheon meeting was called by Mrs. Inez Johnson Lewis in the dining room of the Western Women's Club. Greetings were extended to the Administrative Women in Education and guests by Mrs. Lewis, who was acting for the president, Sue Powers. After luncheon the social program was presented by Mary J. Sweeney, chairman, who introduced those seated at the speakers' table. A warm welcome was given by Walter Dexter, superintendent of public instruction in California. Joseph P. Nourse, superintendent of schools of San Francisco, gave the greetings of the city.

The program was opened by the singing of "The Star-Spangled Banner" directed by Estelle Carpenter. The luncheon theme of Latin America was emphasized by the decoration of all South American flags and Spanish musical numbers offered by a Mexican trio.

The guest speaker was the international actress and playwright, Madame Elena Miramova of Hollywood, who spoke on "The Actress in All of Us." Her eloquent talk was entertaining, inspiring, and presented much spiritual thought.

A short meeting was then held postponing all actions until the next business meeting.

The meeting was adjourned.

Denver, Colorado

June 28, 1942

Business Meeting

A business meeting was called to order at ten o'clock by Mrs. Inez Johnson Lewis, acting for the president, Sue Powers. The secretary made a report of the San Francisco luncheon and the postponement of the election of two directors. The subjects of discussion were the Denver luncheon and the program and the interests of the Administrative Women in Education.

Mary Elizabeth O'Connor presented a motion, seconded by Charl Ormond Williams, for the chairman to appoint a committee of three to study how to further promote the opportunities for women in administration at the present time. In view of the above motion, Mary Elizabeth O'Connor made a motion, seconded by Lucy Mason Holt, that we ask the Research Division of the National Education Association for a study of Administrative Women in Education in this country from both a professional and an organizational point of view.

The members present were: Mrs. Inez Johnson Lewis, Charl Ormond Williams, Lucy Holt, Mary Elizabeth O'Connor, Margaret M. Smith, Elizabeth Scripture, Marion Small, and Mary Sweeney.

The meeting was adjourned.

July 1, 1942

Luncheon and Program Meeting

Mrs. Inez Johnson Lewis, acting president for Sue Powers, called the group together for a lovely luncheon of the Administrative Women in Education at the Lakewood Country Club and then presented those seated at the speakers' table.

The local people introduced were: Elizabeth Scripture, president, Denver Council of Administrative Women in Education; Marion Small, chairman of arrangements and decorations; and Helen Anderson, chairman, Program Committee. After enjoying an unusual and delicious luncheon, the minutes of the business meeting of June 28, 1942, were read and approved.

The program was then presented by Helen Anderson, who introduced five women authors of Colorado, all of whom are nationally famous. They spoke on "Writers' Contributions to the War." We were all thrilled at listening to these ladies who were: Mrs. Mary Coyle Chase, writer, dramatist, radio script writer; Mrs. Means and Mrs. Eleanor Means Hull, mother and daughter who have written of children of other countries, Negro stories, and stories of young adults; Marie Sandos, writer of Indian tribes and author of *Old Jewels*; and Mrs. Lenora Matting Weber, writer for the *Saturday Evening Post*.

The meeting was adjourned.

DEPARTMENT OF RURAL EDUCATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Barton Morgan, head, Department of Vocational Education, Iowa State College, Ames, Iowa; *vicepresident*, Eloise Mays, general supervisor, Marin County Schools, San Rafael, Calif.; *recording secretary*, Lois M. Clark, adviser, early childhood and elementary education, Department of Public Instruction, Harrisburg, Pa.; *executive secretary*, Howard A. Dawson, director of Rural Service, NEA, 1201 Sixteenth St., N. W., Washington, D. C. Members of the Executive Committee are: A. F. Elsea, director of rural education, State Department of Education, Jefferson City, Mo. (term expires 1943); Edwin R. Embree, president, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Ill. (term expires 1943); Lois M. Clark, adviser, early childhood and elementary education, Department of Public Instruction, Harrisburg, Pa. (term expires 1944); Frank C. Ransdell, superintendent, Hardin County Schools, Kenton, Ohio (term expires 1944);

Dwight L. Bailey, director, rural education, Western Illinois State Teachers College, Macomb, Ill. (term expires 1945); Chloe C. Baldridge, director, rural education, State Department of Public Instruction, Lincoln, Nebr. (term expires 1945); R. D. Baldwin, professor of education, West Virginia University, Morgantown, W. Va. (term expires 1946); Norman Frost, professor of rural education, George Peabody College for Teachers, Nashville, Tenn. (term expires 1946); Frank W. Cyr, professor of education, Teachers College, Columbia University, New York, N. Y. (term expires 1947); Rex Haight, director, State Correspondence School, Missoula, Mont. (term expires 1947); and the retiring president, Mrs. Daisy E. Howard, county school commissioner, Genesee County, Flint, Mich.

The officers for the Division of County Superintendents, 1942-43, are: *president*, Elmer Petree, county superintendent of schools, Osage County, Pawhuska, Okla.; and *vicepresident*, Jere A. Wells, county superintendent of schools, Fulton County, Atlanta, Ga.

The Commission on Rural Education and the War was appointed by Barton Morgan, April 9, 1942, according to a resolution passed by the Department of Rural Education at San Francisco, February 1942. The members are: Frank W. Cyr, associate professor of education, Teachers College, Columbia University, New York, N. Y.; J. A. Keller, president, Alabama State Teachers College, Florence, Ala.; A. F. Elsea, rural and elementary education, State Department of Education, Jefferson City, Mo.; J. E. Butterworth, professor of rural education, Cornell University, Ithaca, N. Y.; Howard A. Dawson, director of Rural Service, National Education Association, Washington, D. C.; Roscoe Pulliam, president, Southern Illinois Normal University, Carbondale, Ill.; Lois Clark, adviser, early childhood and elementary education, Commonwealth of Pennsylvania, Harrisburg, Pa.; and Barton Morgan, director of teacher education, Iowa State College, Ames, Iowa.

The officers for the School Transportation Division are: *president*, A. R. Meadows, supervisor of research and surveys, State Department of Education, Montgomery, Ala.; *vicepresident*, David Gourley, assistant state superintendent of public instruction, Department of Public Instruction, Salt Lake City, Utah; *executive secretary*, C. D. Hutchins, auditor, Division of School Finance, State Department of Education, Columbus, Ohio. The members of the Executive Committee are: Benjamin R. Miller, supervisor of school transportation, State Department of Education, Albany, N. Y.; F. Ray Power, assistant state superintendent of schools, State Department of Education, Charleston, W. Va.; and president, vicepresident, and executive secretary.

HISTORICAL NOTE

The Department of Rural Education grew out of the Department of Rural and Agricultural Education which was authorized by the Board of Directors in 1907. At the Chicago meeting in 1919, the Department was reorganized with three organized rural groups then existing—the National Association of State Supervisors and Inspectors of Rural Schools, the

County Superintendents' Section of the National Education Association, and the National Association of Persons Engaged in the Preparation of Rural Teachers—under the name of the Department of Rural Education. See *Proceedings*, 1920:279.

The Department meets twice each year, in February and in June. The annual dues are \$2 per year, payable to the National Education Association. Each member receives all issues of the NEA *Research Bulletins*, the year-book, and occasional bulletins.

MINUTES OF MEETING OF SCHOOL TRANSPORTATION DIVISION

San Francisco, California

February 25, 1942

The School Transportation Division of the Department of Rural Education held its regular annual meeting in Room 219 of the Veterans' Building, Civic Center, San Francisco, California, on February 25, at 9:00 A.M. F. Ray Power, assistant state superintendent of schools, Charleston, West Virginia, and president of the Division, presided.

President Power named a Nominating Committee consisting of Crawford Greene of Arkansas, Elmer Petree of Oklahoma, and Frank C. Ransdell of Ohio.

President Power reported the conference in Washington, D. C., relative to the transportation problems of the school districts of the United States.

A. C. Lambert, professor of educational administration, Brigham Young University, Provo, Utah, gave a paper on "The Importance of the School-Organization Factor in Organizing and Financing School Transportation."

Howard A. Dawson, executive secretary of the Department, gave a report on priorities for school buses. He explained the changing of the standards for school buses to include only three sizes of seating capacities—30, 42, and 54. He also defined the school bus in terms of use: "A school bus is a vehicle used to carry children to and from school." He reported that school districts would be able to get tires for this particular purpose only. He said that the OPM had approved 11,118 school buses for the school year 1942-43, but recommended that the buses be purchased early because of the possible limitation on the chassis, and orders should be spread over longer periods of time.

Mr. Dawson also reported that superintendents and supervisors may be able to obtain permission to receive retread tires, but these tires could be used for public service only. A penalty will be attached if they are used for personal services.

The meeting was opened for discussion and it was the consensus that regional conferences on transportation would aid materially in an understanding and improvement of transportation of children to and from the schools.

It was moved by Frank C. Ransdell of Ohio that the newly elected execu-

tive officers proceed to have summarized all information available on the problems of transportation including: (a) contract bus costs as compared with district-owned bus costs; (b) school bus insurance; (c) school bus driver-chauffeur problems; (d) school bus routes and routings; and (e) any other problem of transportation which might help to understand and solve the problems of the transportation of children to and from schools. The motion was seconded by Frank W. Cyr and approved unanimously.

The Nominating Committee submitted names for the officers of the School Transportation Division, as shown on page 304. The members nominated were approved unanimously by the group.

There being no further business, the meeting adjourned.

SUMMARY OF PROGRAM

Denver, Colorado

Three sessions were held by the Department of Rural Education at the Denver meeting. There was a luncheon conference Monday noon, June 29, a general session Tuesday afternoon, June 30, and the County Superintendents' session Wednesday afternoon, July 1. Margaret Paradise and John Unger of the Colorado State Department of Public Instruction had charge of local arrangements.

The luncheon conference on Monday was held in the Shirley-Savoy Hotel. Barton Morgan presided and Willis A. Sutton, superintendent of schools, Atlanta, Georgia, spoke on the topic, "What the Rural Schools Ought To Teach." Mr. Sutton stressed the importance of teaching rural children in terms of their experiences and of teaching them to appreciate more the beauties of nature. He also emphasized the teaching of social and moral virtues.

Favors were presented in the form of a salt and pepper shaker modeled after a one-room log schoolhouse.

The second session, held Tuesday afternoon in the Morey Junior High-School Auditorium, had for its central theme, "Adjusting Rural School Programs to the War Effort." The session was organized on the symposium plan with three participants. Questions and comments from the floor were encouraged and received. The program was as follows:

Second Session

Presiding, Barton Morgan, president of the Department

Symposium, Adjusting Rural School Programs to the War Effort

1. Improving the Physical Fitness of Rural People, Wm. McKinley Robinson, director, Department of Rural Education, Western Michigan College of Education, Kalamazoo, Mich.

2. Eliminating Geographical Illiteracy, Charles Coxe, Hawthorne School, Englewood, Colo.

3. Strengthening Social Responsibility in Children and Adults, Joy Elmer Morgan, editor, *Journal of the National Education Association*, Washington, D. C.

4. School Transportation and the War, Howard A. Dawson, director of Rural Service, National Education Association, Washington, D. C.

Discussion.

The third session, held Wednesday afternoon in the Morey Junior High-School Auditorium, was in charge of the County Superintendents' Division and was presided over by Elmer Petree, president of the division and superintendent of Osage County Schools, Pawhuska, Oklahoma. The program was as follows:

A Desirable Status for the County Superintendent, Lloyd W. King, state superintendent of schools, Jefferson City, Mo.

Discussion

Shortage in Supply of Rural Teachers—Causes and Remedies, Richard E. Jagers, director of teacher education and certification, State Department of Education, Frankfort, Ky.

Discussion

Motion Picture—Time To Spare, Brooks Hardy, assistant superintendent, Mercer County Schools, Princeton, W. Va.

Discussion

RESOLUTIONS

San Francisco, California

February 25, 1942

In these strenuous times of national peril America must grant priorities to four major tasks: (a) helping all people to understand the democracy that we defend, (b) developing our fighting forces, (c) producing war materials, and (d) preparing for a period of reconstruction following the war. Effective education is essential to the successful realization of all these undertakings.

In each rural community the public school has a major educational responsibility in assisting its people to gear the community into the war effort and into preparation for the reconstruction which will follow by (a) strengthening the life and morale of the community itself, (b) effectively producing its quota of food and fiber for America and her allies, and (c) preparing rural youth to take their proper place at home, in war industries, or in the armed forces.

In order for the rural school to meet its present responsibilities, we urge that the following recommendations be given serious consideration:

1. *Coordination of educational activities*—The public schools—elementary and secondary, town and open country—must take a major part in coordinating the educational activities of all the twenty to thirty national agencies operating in the rural community, such as the Agricultural Extension Service, Red Cross, AAA, Soil Conservation, Farm Security, U. S. Employment Service, and the Office of Civilian Defense.

2. *Curriculum*—The curriculum of the public schools in rural areas, both elementary and secondary, must be redirected to prepare us more effectively: (a) to realize the great ideals of American democracy for which we are fighting, (b) to increase our economic and vocational efficiency, (c) to improve our personal and civic relationships, and (d) to help each individual realize the best that is in him. Materials and activities that do not clearly contribute to these ends should be eliminated.

3. *Teacher education*—Teacher-training institutions should re-examine their programs for the education of teachers to the end that their products will not only know their subjects and understand the principles and techniques of teaching but will also be well conversant with the needs, resources, and interests of rural communities. This may necessitate drastic changes in the selection and content of college courses and in the type of professional experience and practices provided.

All persons connected with rural education should assume some responsibility for recruiting the right type of young people for the teaching profession. The present shortage of trainees is serious, especially in the rural field. It is highly important that good teachers are available during normal times and it is even more important now because of the large part education must play in our war effort.

4. *Guidance*—Effective guidance of rural children and youth is a major function of the rural school. Those responsible for the 1942 yearbook, *Guidance in Rural Schools*, are commended for the outstanding and practical volume which they have prepared.

5. *Modern methods for rural schools*—In this emergency, the rural schools should make use of the new educational methods which will strengthen their work and enrich their programs. We commend particularly the use of supervised correspondence, individual instruction materials, circuit teachers, county or regional libraries with book trucks, traveling health clinics, county nurses, rural helping teachers, the radio, and the diversified training program. All these are especially suited to serving the small school in the rural community.

6. *Education of rural adults and out-of-school youth*—A complete program of rural education should include provisions for the education of adults and of young people not regularly enrolled in high schools or colleges. Such provisions are especially needed now to meet the national emergency which calls for many crucial decisions and actions that are clearly on an adult level. Evening schools, forums, part-time classes, and short-unit courses should be available in every rural community.

7. *Financing rural schools*—The financial support of rural education should be materially strengthened if the rural schools are to meet the responsibilities placed upon them. This support should provide (a) greater equality of educational opportunity, (b) a more equitable distribution of school costs, and (c) a sounder economic base for securing revenue. This necessitates federal aid and state aid distributed on the equalization principle, and a shifting of a part of the school revenue from the general property tax to special taxes based upon the ability to pay. Federal aid with local control of the curriculum is essential to a sound rural life.

8. *Reorganization of school units*—The administrative structure of the public schools in rural areas should be reorganized thruout the United States to efficiently and democratically perform the functions demanded of it by the needs of modern life and to conform to the sociological pattern of the rural community. This reorganization must guarantee effective local

attendance units, each determined by the characteristics of the community, and adequate administrative units composed of a sufficient number of attendance units to efficiently provide leadership, supervision, health services, guidance services, and other services which can be performed over a large area.

9. *Program of Department at San Francisco*—The officers, committees, and others of the Department of Rural Education should be highly commended for the excellent program which they prepared for this convention and for the other ways in which they have discharged their responsibilities.

10. *The director of Rural Service*—The director of Rural Service, Howard A. Dawson, should be especially commended for his efforts to secure priorities on materials for the manufacture of school buses and on tires to be used by rural superintendents and supervisors, and by directors of rural education in teachers colleges, thus making it possible for them to continue to discharge efficiently their responsibilities essential to education for defense.

11. *A Commission on Rural Education*—The president of the Department of Rural Education of the National Education Association is hereby instructed to appoint a Commission on Policies for Rural Education in the Emergency. The work of this commission will be to formulate policies and develop a program for effectively integrating the public schools of rural areas into the total national effort of winning the war and preparing for the reconstruction period which will follow.

DEPARTMENT OF SECONDARY TEACHERS

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Ellis B. Hargrave, viceprincipal, George Washington High School, Indianapolis, Ind.; *first vicepresident*, Corda Peck, director of dramatics, Collinwood High School, Cleveland, Ohio; *second vicepresident*, Katharine Ommanney, Drama Department, North High School, Denver, Colo.; *recording secretary*, Louis Messing, Evander Childs High School, New York City.

The following members were elected to the Advisory Council: William Lewin, Weequahic High School, Newark, N. J., *chairman*; Hardy Finch, Greenwich High School, Greenwich, Conn.; J. Raymond Hutchinson, Thomas Jefferson High School, Elizabeth, N. J.; Gretchen Jennings Kirby, Venice High School, Los Angeles, Calif.; Adele A. Lange, West Division High School, Milwaukee, Wis.

Ernest D. Lewis, New York City, was reappointed as editor of *Secondary Education*, the official bulletin of the Department.

SECRETARY'S MINUTES

Denver, Colorado

Monday Afternoon, June 29, 1942

"The Secondary School Today" was the theme of the general session and continued into the fourteen joint conferences of the Department of Secondary Teachers and various subject groups. The general meeting as well as the joint conferences were held in the East High School, Denver.

Local arrangements for the meetings of the Department were made by Katharine Ommanney, North High School, Denver, who also presided at the general session. Greetings were presented to the audience of seven hundred by Mrs. Dorothea Kunsmiller of the Denver Schoolboard. Frederick Law of New York City presented and moved the adoption of the following resolution:

RESOLVED, That the Department of Secondary Teachers of the NEA extend thanks and deep appreciation to the secondary teachers of the United States for their self-sacrificing work and devoted service, most unselfishly and loyally given for patriotic purposes of many kinds, in teaching, in protecting the lives of children, in registering citizens, and in other war work in the present crisis of our national life; and be it further resolved that these resolutions be spread upon our minutes, and presented to the press for transmission to the secondary teachers in all states.

Papers read at the general meeting were: "The High-School Program for the Postwar Emergency," Harl R. Douglass, dean, College of Education, University of Colorado, Boulder; "The General Education Program in the High School Today," Sam R. Hill, principal, West High School, Denver; "The Arts and General Education—The Owatonna Project," W. E. Peik, dean, College of Education, University of Minnesota, Minneapolis.

Sectional meetings for the Department were organized by the program chairman, Corda Peck, Collinwood High School, Cleveland, Ohio. These meetings were held in classrooms of East High School and were excellently attended. Many expressions of appreciation were made for the messages received at these meetings, and for the cooperation of the distinguished speakers who so generously contributed to their success. The Department of Secondary Teachers is grateful for the cooperation of the following departments and associations: the American Classical League, the Department of Art Education, the National Council of Teachers of English, the Department of Home Economics, the American Industrial Association, the National Association of Journalism Directors, the NEA-ALA Joint Committee on School Libraries, the National Council of Teachers of Mathematics, the National Federation of Modern Language Teachers, the Committee of Motion Pictures of the Department of Secondary Teachers, the National Council for the Social Studies, the National Association of Teachers of Speech, the Department of Visual Instruction, and the National Vocational Guidance Association.

The afternoon sessions closed with some teaching films screened in the East High-School Auditorium.

Business Meeting, June 30 and July 3

The annual business meeting of the Department of Secondary Teachers was held in two sessions, June 30 and July 3. In the absence of the president, First Vicepresident E. B. Hargrave, George Washington High School, Indianapolis, Indiana, presided.

The minutes of the 1941 meeting at Boston were read and accepted.

The treasurer, J. Raymond Hutchinson, Thomas Jefferson High School, Elizabeth, New Jersey, mailed a financial statement, which was read by Corda Peck, secretary. The statement included an overdraft as of May 1, 1942, largely incurred by the cost of the June issue of *Secondary Education*.

Ernest D. Lewis, executive secretary, mailed a report of the year's activities, which was read by the secretary. This report explained further the financial status of the Department, the income gained by advertising as well as by subscription to *Secondary Education*. Unanimous approval was given to the motion that an even greater effort be made to balance the budget for the year 1942-43. The publication, *Secondary Education*, received high commendations; it was hoped that some form of publication could be continued, if advertising and memberships would guarantee its cost.

The officers as given on page 309 were unanimously elected.

Unanimous approval was given to a vote of appreciation to Katharine Ommanney and other Denver teachers for their cooperation in making arrangements for the meetings of the Department in Denver.

ACTIVITIES OF THE YEAR

The Department published four issues of *Secondary Education*, the official organ of the Department, during the current school year and presented the annual program at the Denver meeting, described in the secretary's minutes.

The chief work of the Department in 1941-42 was carried on by committees. The most active of these were the Committee on Inter-American Relations, the Motion Picture Committee, and the Committee on the Use of the Radio in Secondary Education.

The program of the Committee on Inter-American Relations was publicized in both the *New York Times* and the *New York Herald Tribune*. It was widely distributed in the United States and in Latin America by a mimeographed booklet entitled *The Pan American Club and Its Activities*, and a reprint from *Secondary Education* of teaching materials entitled "Our Good Neighbors in Latin America: a Study Guide" prepared by the chairman of the Committee, Joshua Hochstein of Evander Childs High School, New York City. Each issue of *Secondary Education* contained a series of books dealing with Latin America and news items about important projects and activities in the educational world concerning inter-American relations also prepared by the chairman of the Committee.

The Motion Picture Committee, with William Lewin, Weequahic High School, Newark, New Jersey, chairman, worked during the school year thru a series of subcommittees. A large preview committee centering around

New York evaluated many theatrical films. Its recommendations of those suitable for school use were printed in the monthly issues of the *Educational and Recreational Guide*. Another large preview committee evaluated documentary and other films especially prepared for classroom use. Its evaluations have appeared in succeeding issues of *Secondary Education*.

The Committee on the Use of the Radio sponsored two series of broadcasts during the year over New York's municipal station, WNYC. The executive secretary presided over the programs given under the titles of "Our Good Neighbors" and "Faculty Forums." Records suitable for classroom use were described in each issue of *Secondary Education* after they were studied by a special evaluating committee. James Macdonald, director of WNYE, New York's educational radio station, acted as chairman of this Committee.

Other important committees have been organized but their activities have been limited by the need for financial support.

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION

OFFICERS, 1942-43

The officers for the year 1942-43 are: *president*, Dale Zeller, associate professor of education, Kansas State Teachers College, Emporia, Kans.; *first vicepresident*, William T. Melchior, professor of educational supervision, Syracuse University, Syracuse, N. Y.; *second vicepresident*, H. Ruth Henderson, supervisor of elementary education, State Board of Education, Richmond, Va.; *field secretary*, James F. Hosis, Rockland Avenue, Yonkers, N. Y.; *executive secretary*, Ruth Cunningham, 1201 Sixteenth Street, N. W., Washington, D. C.; *executive committee*, Hollis L. Caswell, director of Division of Instruction, Teachers College, Columbia University, New York, N. Y. (term expires 1945); Rudolph D. Lindquist, director, Cranbrook School, Bloomfield Hills, Mich. (term expires 1943); Maycie Southall, professor of elementary education, George Peabody College for Teachers, Nashville, Tenn. (term expires 1944); and the officers of the Department, ex officio.

ACTIVITIES DURING 1941-42

Reaching the maturity of twenty-one years in February 1942, the Department of Supervisors and Directors of Instruction has centered attention during the past year upon determining whether the Department should merge with the Society for Curriculum Study. Such a union has been endorsed by this Department's Board of Directors and Executive Committee and by the Executive Committee of the Society for Curriculum Study as an important step toward the formation of a strong national association of persons concerned with supervision and curriculum development.

The Department of Supervisors, founded in 1921 as the Conference on Educational Method, has long been concerned with the improvement of instruction. Within the last several years supervision has been interpreted as embracing teacher growth in three large areas, namely, the area of wholesome emotional and mental development, the area of socio-economic understanding and adjustment, and the area of professional competence. The Society for Curriculum Study, organized in 1924 to promote progressive curriculum revision, has more recently emphasized the guidance of teachers in effective personal and professional growth. An inevitable result of this similarity of purposes has been increased overlapping of membership.

The proposed merger would combine the groups under a new name—the Department of Supervision and Curriculum Development of the National Education Association—and set up appropriate machinery for carrying forward the basic programs of the two organizations. Both periodicals, the *Curriculum Journal* and *Educational Method*, would be retained for the present, and the publication of yearbooks and other reports of major projects would continue.

Preceding the annual meeting of this Department in San Francisco in February 1942, an expression of opinion from Department members regarding the merger revealed 534 in favor of the union and 95 opposed. At the San Francisco meeting, however, the feeling was expressed that, in view of the importance of the proposed merger to the future of the Department and to the future of instructional leadership in the schools, the membership should have further opportunity to consider and discuss the matter and should be permitted to participate in the final vote. Accordingly, the constitution was amended to allow a vote by mail. This vote is now being taken, and results will be announced after September 1, 1942.

National conventions of this Department were held in connection with conventions of the NEA and the American Association of School Administrators in San Francisco in February 1942 and in Denver during July 1942. Furthering its desire to encourage persons interested in educational method and instructional leadership to approach their problems thru a mutual exchange of ideas, the Department sponsored two two-week conferences during the summer of 1942. The themes and locations of these meetings were: "Group Planning and Problem Solving," Estes Park, Colorado, co-sponsored with the University of Denver; and "Human Development and

Education," Chicago, Illinois, conducted jointly with the Commission on Teacher Education of the American Council on Education and the University of Chicago.

In 1942 the official journal of the Department, *Educational Method*, which is issued monthly, October thru May, carried timely articles, editorials, and news, including discussions of such topics as the arts in the classroom, mental health of teachers, the semantic approach to learning, and new developments in instructional practice.

The Department's fourteenth yearbook, *Americans All: Studies in Intercultural Education*, came from the press in February 1942 and has been widely commended as especially useful to educators in an America at war. It seeks to help build the framework for a united nation by promoting those classroom practices which further an understanding and appreciation of the many cultures which make up the complex American scene.

Publication of *Americans All* was followed by the issuance of "Unity Through Understanding," a study guide to accompany the yearbook. This manual contains practical suggestions for study group technics, stimulating statements of issues, and suggested readings.

Also published this year was the 1942 edition of a selected bibliography of over 500 books on elementary education. This edition was revised and enlarged to include over 150 new references. The bibliography has been prepared to meet the needs of administrators, teachers, and parents interested in recent professional books, bulletins, and periodicals dealing with elementary education.

Membership in the Department is open to anyone interested in better teaching and entitles the holder to a year's subscription to *Educational Method* and a copy of the current yearbook. Annual dues are \$4, payable to the executive secretary. On the membership role are supervisors, administrators, teachers, curriculum directors, professors in teacher-training institutions, directors of instructions, and other persons of varied professional interests. The Department maintains a nationwide organization with state associations closely allied with the national Department.

ARE AMERICANS A UNITED PEOPLE?

STEWART COLE, SERVICE BUREAU FOR INTERCULTURAL EDUCATION,
NEW YORK

(Presented at San Francisco Meeting)

Are Americans a united people? Witness what the Pearl Harbor incident did to us. Members of Congress and electorate alike have made in quick succession a series of major decisions indicating an unprecedented national harmony. This singleness of mind points to a specific goal of corporate endeavor which we believe we will hold inviolate during the difficult days and years ahead.

Who is my neighbor?—But Americans are more than patriots. They are united with each other in neighborhoods, communities, regions, and a nation.

This role of civic relations represents one of the vital links in the maintenance of a purposeful society. Persons associate in similar pursuits, complement each others activities, acquire inter-related attitudes and ideals, and thus work out their common destiny. How goes this localized and everyday process of socialization in our midst? Are we united in our neighborly roles?

As soon as we begin to particularize and note the composite types of people constituting America, we are compelled to qualify our answer. One-third of the white population is foreign-born or children of foreign-born. Besides, there are 12,000,000 Negroes in this country, 400,000 Indians, and as many Mexicans and Orientals. If, as Renan said, the essential conditions for being *a people* are "to have a common glory in the past, a common will in the present; to have done great things together, to desire to do still greater," then obviously Americans are united in some respects and more or less disunited in others. Many of us have not yet associated long enough in this country to have sensed "a common glory" and "to have done great things together."

Of course persons reflecting the diversity of racial, religious, and national traditions which characterize the peoples of the United States can scarcely be expected to intermingle easily and assimilate quickly. But added to the ethnic differences due to Old-World traits transplanted is a condition of socio-economic stratification of community life which has grown up in this country and is somewhat resistant to leveling-up efforts. Many members of minority peoples, who were brought to this country to help man the forces of unskilled labor in industry, have found it exceedingly difficult to escape the social limitations of personal and family expression which this type of livelihood imposes upon them.

All is not well—The symptoms of unhealthy community relations call for painstaking attention. Wartime morale makes this mandatory. Our patriotic fervor, which is achieving an amazing degree of national unity in armament production and war strategy, is likely, unless we are unusually wise, to accentuate our fears, rivalries, and hates in inter-racial and inter-cultural relations, and thus leave us with a condition of national disunity which will require many years of reconstructive social effort to heal.

Already one hears over the radio and reads in the press disrespectful comments concerning the physical traits of the Japanese people. The assumed superiority of white people is an indirect strike at our Negro neighbors here in the United States, and they are not slow to recognize the direful consequences of this viewpoint. Quite unfortunately, many persons have fallen victims to the mischievous habit of identifying any unworthy trait of character of a Negro with *all* Negroes or of a Jew with *all* Jews. On the contrary, when they witness the same inferior behavior in a white person or a non-Jewish individual, they rightly ascribe its application to him alone.

An exposed public school—The public school is not immune to these untoward conditions that thrive in the community. As go the oldsters, so

go the youngsters. Wherever a minority group is strong enough in a local situation to serve as a threat to the security of the dominant group in respect to certain jobs which are held at a premium, to housing needs in particular zones, to voting strength at election time, or to some other social interest that both groups entertain in common, intergroup friction invariably arises and is more likely than not to eventuate in acts of rancor and divisiveness. Schools not only reap the fruits of community conflict, but they may unintentionally confirm the unsocial conditions in the mind-set of youth by doing nothing to bring about better understanding among the pupils. Schoolmen undoubtedly magnify the problem when they permit faculty or pupils to practice discrimination in classroom, activity program, or playground.

The reader is constrained to say that the conditions of intergroup suspicion and bigotry, commonplaces in so many communities, are more deeply and generally rooted in the behavior patterns of American children than most schoolmen recognize. Evidence of the unsocial traits become more clearly articulate on the secondary and collegiate levels of education. As far as this is true, the problem poses itself as an inescapable charge to American educators.

Americans All—The Department of Supervisors and Directors of Instruction of the National Education Association has accepted the challenge. Its 1942 yearbook, *Americans All*, represents a courageous, frontal attack upon the issues of intergroup parochialism in the schools of the nation. Positively stated, it addresses itself to fulfilling the intent of our national slogan: *E Pluribus Unum*. This involves the responsibility of schoolmen for nurturing understanding, cooperation, and goodwill among the pupils of diverse racial and cultural backgrounds. It also imposes upon educators the need for defining rather specifically what their objectives of intercultural education are to be. The Editorial Committee has not only canvassed these related problems, reported superior school practices, and advanced appropriate objectives for intercultural education in the yearbook, but it has also furnished an accompanying teacher's manual, thus heightening the value of the test for school use.

SANTA BARBARA INTERCULTURAL EDUCATIONAL PROGRAM

LILLIAN A. LAMOREAUX, CITY SCHOOLS, SANTA BARBARA, CALIF.

(Presented at San Francisco Meeting)

Individuals are not born with the gift of insight into a democracy as a way of life. All have been told many times that "democracy must be learned." The public schools of these United States have the great responsibility for guiding every pupil enrolled therein thru a progressive series of experiences which will enable each child to develop as a citizen in a democracy.

In setting up objectives for cultural groups within a school system, certain major objectives would be the same for both the majority and minority

groups. For instance, it is desirable that every pupil learn: (a) to be a participating citizen; (b) to be loyal to this country whether it be his country by birth or adoption; (c) to appreciate the contribution and interdependence of all groups in the democracy.

These common objectives can guide schools in developing a program of activities which will acquaint all pupils with democracy in action, and at the same time give the pupils active participation in democratic procedures whereby they may gain insights, ability, and skill.

All recognize the fact that the home, classroom, and student activities must be organized in accordance with democratic principles if we are to make sure that the growing child lives in a democratic environment and that he comes to understand and appreciate the characteristics of democratic organization. The Santa Barbara city schools believe that units dealing with cultures should not be centered on cultures in foreign lands but rather on the problems of their representatives living here. One needs to see these people in their native country, then come with them to democratic United States, relive their experiences as they adjust to new ways of expressing their ideas and new patterns of living and behaving.

One other aspect of this problem which needs attention is that of the second and third generation of the minority groups. California is facing that problem now. It is being felt in the schools in reference to the native-born Japanese, Italians, and Germans. In Santa Barbara the American-born Japanese children are keenly sensitive to the problem. The Japanese boys and girls in school hesitate to participate in anything which will focus attention on them while the boys and girls who have finished high school feel hurt that their patriotism or loyalty is questioned.

Santa Barbara city schools have a cultural-contacts coordinator whose job is to devote her time to the minority groups, interpreting the schools to them and helping them to understand the school's eagerness to serve them and their children, as well as enlisting their assistance in interpreting their people, ideals, and traditions aright. The city library cooperates with this project, and the minority group brings its treasures to the audience room at the library where the community may see the effects of its culture. A program of interpretation is presented by natives of the culture in the adjoining gallery.

Minority culture pupils thruout the city are taken to other schools to work with the boys and girls studying their culture. Within certain schools Good Neighbors and Friendship Clubs have been formed. All races mingle in these clubs as they don the costumes of other countries, learn to sing, dance, or play the instruments of the other culture.

It is not hard to get one pupil to understand and accept another. The problem lies in getting the adult, who has lived long enough to build up prejudices or inhibitions, to make the effort to understand and attack real problems in relation to the minority groups. Realizing this fact, the Santa Barbara city school system next month is starting what it terms "cultures laboratory experiences" for teachers. The plan is to secure, whenever

possible, individuals who have just entered this country and have them work with small groups of teachers intimately. It is expected that these teachers will try to feel as the people of that country feel, and will experiment with their languages, songs, and dances in order to secure meanings and appreciations, thus fitting themselves better to cope with the problems of the group.

These are only a few attempts to bridge a gap in understanding but out of these experiences has come the belief that the gap will be bridged only if the majority group awakens to the necessity of bridging it, and substitutes for its indifference, a sympathetic interest; for complacency, teachableness; for inhibitions, receptivity; and for its feeling of superiority, a sincere sense of equality. Thus may democracy survive.

SECRETARY'S MINUTES

San Francisco, California

Business Session, Monday, February 23, 1942

The annual business meeting of the Department of Supervisors and Directors of Instruction convened on Monday, February 23, 1942, with President Dale Zeller presiding. Miss Zeller introduced, as the first item of business, consideration of the merger of this Department with the Society for Curriculum Study. The question of the merger was further amplified by Ruth Henderson in presenting the report of the Committee on Cooperation with Other Organizations, which had prepared the following materials: a memorandum to the membership, including a proposal for the merger, facts about the two organizations, and advantages and disadvantages of the proposed union; a ballot to be used by the Department members in stating their reaction to the merger; and a proposed constitution for the new organization. A motion that this Department be dissolved for the purpose of merging with the Society for Curriculum Study to form a new organization was, after discussion from the floor, defeated by secret ballot with a vote of 56 opposing and 23 favoring, majority opinion being that the matter should be given further consideration and that a larger proportion of the membership should participate in the decision.

The following persons were elected to fill vacancies in the Board of Directors: William T. Melchior, professor of educational supervision, Syracuse University, Syracuse, N. Y.; Alice Miel, curriculum counselor, public schools, Mt. Pleasant, Mich.; R. Lee Thomas, division of elementary education, State Department of Education, Nashville, Tenn.; Jennie Wahlert, division principal, public schools, St. Louis, Mo.; and Gretchen Wulfig, supervisor of primary education, Oakland, Calif.

Continuation of Annual Business Session, Wednesday, February 25

Miss Zeller presided. It was moved and seconded that the meeting consider amendments to the constitution. Sections referred to the Constitution Committee for further consideration were: Article IV, Section 6,

the Method of Election of Officers; the amendment proposed for Article V; the amendments proposed for Article VI; and the section of the bylaws dealing with elections. The constitution and bylaws were adopted as read, amended, and approved, with certain sections referred to the Constitution Committee for further study. It was recommended that voting by proxy at meetings of the Board of Directors be recommended by the Constitution Committee and that that Committee consider the entire constitution for the purpose of devising means toward furthering the democratic procedures of this organization.

The meeting was adjourned.

Some of the addresses before this department were printed in various issues of *Educational Method*.

DEPARTMENT OF VISUAL INSTRUCTION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, Mrs. Camilla Best, Orleans Parish School Board, Public School Administration Bldg., New Orleans, La.; *first vicepresident*, U. S. Burt, Oregon State College, Corvallis, Oreg.; *second vicepresident*, James R. Brewster, Harvard University, Cambridge, Mass.; *secretary-treasurer*, Lelia Trolinger, University of Colorado, Boulder, Colo.

ACCOMPLISHMENTS

Well-planned and well-attended meetings and a strengthening of the internal structure of the organization are among the accomplishments of the Department during the current year.

The Department held meetings at the Denver convention, discussing such topics as "Radio and Recordings as Classroom Aids," and such questions as "How Can We Overcome a Slow Down of the Audio-Visual Program Due to the Difficulty of Securing Equipment?"

Since the war situation will cause some decrease in new equipment and new audio-visual aids, let us make an all-out utilization of the material and equipment that we now have available.

DEPARTMENT OF VOCATIONAL EDUCATION

OFFICERS, 1942-43

The officers of the Department for the year 1942-43 are: *president*, C. L. Wetzel, teacher trainer, Hadley Vocational School, St. Louis, Mo.; and *secretary*, M. Reed Bass, director, David Rankin Jr. Trade School, St. Louis, Mo.

WAR CONTRACTS FOR VOCATIONAL SCHOOLS

HARRY A. TIEMANN, STATE DIRECTOR OF VOCATIONAL EDUCATION,
DENVER, COLO.

There are many reasons why the schools should be doing production work, not only in the defense program but in our regular program. The principal reason is that war production work is a morale-builder in war-time. The effect on students and instructors alike to have them know that while they are in training they are reducing the scrap pile and are producing useful and usable materials for the war effort will increase the efficiency of and the interest in war production training.

We have the problem of getting people to understand what we mean by real vocational training and getting the employer to understand how he can use this training to his advantage. After all, if the training given does not save materials, save breakage of machines, prevent accidents, and give some productive ability, there is no justification for vocational training.

Another advantage in doing production work in school shops is that in all probability if we enter into war contracts there will be no idle machines.

Let us consider the question of overcoming the difficulties that seem to be in our way at the present time:

1. Should learners be paid for producing in a school while learning? I heard several high ranking Army officials discuss the problem. One was in favor of paying students for anything they produced; the other said, "You will ruin the schools if you start paying people to go to school." I am not convinced that paying students for production work will spoil the schools; neither do I wish to advocate pay for people to attend school. This will have to be determined on the basis of local opinion.

2. Will plants object to having the schools compete with them? The answer to employer or plant objection is that plants have more work than they can now do. In busy times they will not object. In slack times they will. Competition is not always harmful. We would want it to be helpful.

In any case, selfish motives will have to be laid to one side in the interest of producing enough goods to win the war. Another way to eliminate this problem would be to contract direct with the Army or Navy; then private interests would not be involved.

3. Some organized labor groups may feel that school production is a free-labor or a cheap-labor proposition. Industrial plants have been known to collect a profit on free labor done by the students in training classes. This could be avoided by including a provision in the contract to the effect that no labor charge or profit will be made on articles produced by students. Where strong objections are encountered, work out a compromise plan.

There is no reason for "shying off" war production work in school shops. The several issues that were raised can be overcome. Let me review the several reasons why we should be interested in doing war production work in school shops:

1. Has morale-building effect on students and on the whole community.
2. Preventing idle use of equipment.
3. Preventing waste of materials and reducing scrap.
4. To give more effective training than we are now giving in our shops because production work would force the use of the identical processes in the school that are used in the plant.
5. To produce materials needed to help win the war.
6. The laws under which the vocational program operates require the work to be carried on "on a useful and productive basis."

DISTRIBUTIVE EDUCATION AS AN AID TO MERCHANTS IN MEETING PERSONNEL PROBLEMS

R. EARL THOMPSON, STATE SUPERVISOR OF DISTRIBUTIVE EDUCATION,
DENVER, COLO.

The war has created many new problems for the retailer and the wholesaler which must be solved thru the training of their personnel. A few of these problems are mentioned in Bulletin Misc. 2975 of the U. S. Office of Education and are as follows: meeting an extremely high labor turnover; using persons not naturally adapted to sales work; explaining new merchandise; handling rationed goods; introducing alternate and substitute merchandise; adjusting to new working conditions and schedules; dealing with new customer attitudes; replacing key junior executives; and creating a "victory" morale on the part of all employees.

The first problem—meeting an extremely high labor turnover—in many communities is one of the most disturbing factors the merchant confronts. This problem is caused not only by the boys and men leaving for war but also is due to the thousands of men and women who have gone into war industries. Then, too, the income of many of the men who have gone into war industries is so much higher than their former income that their wives who previously were employed do not now have to work. The source of labor, in a figurative sense, is "drying up" and the personnel that is employed to fill the vacancies are of less desirable quality. There must be a co-ordination of the common problems of the employer and employee and this

can only result thru the training of the personnel, including management.

The program of distributive education originated with the passing of the George-Deen Act by Congress in 1936. This vocational act provided \$1,200,000 to be used to aid the various states of the nation in establishing programs in vocational education for workers in distributive occupations.

Following Pearl Harbor, a conference was called in Washington by the U. S. Office of Education for the purpose of formulating plans to correlate our program with the present war emergency, objectively to aid the merchant and his employees in solving some of the many problems that they as well as all distributive businesses are facing today. As a result of this conference, a fourfold program was drawn up which in a broad sense was one which encompassed the training needs in the field of distribution. The four specific wartime training programs are as follows:

Program A—Wartime emergency training for new store workers which is a part-time pre-employment replacement training to provide trained workers to replace those who have entered military service or who have gone into defense industries.

Program B—Special wartime training for experienced salespersons to familiarize them with the war regulations and adjustments affecting the sale of merchandise and the services of stores.

Program C—Wartime training program for owners and managers of distributive businesses to give an understanding of the laws, regulations, orders, and control under which retail businesses must operate during the war emergency.

Program D—A training program for store supervisors and department heads to assist them in the induction and in-service training of the large number of new persons who will enter retailing as replacements, and to train experienced sales persons to serve customers in a wartime period.

An additional program of distributive education which is significant in the service that can be rendered under it is the cooperative part-time program. This is given for the purpose of training terminal students either on high-school or junior-college level for positions in distributive occupations.

HELP FOR HARVEST

G. A. SCHMIDT, COLORADO STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS, FORT COLLINS, COLO.

The schools have done the following in meeting demands for labor:

1. Schools have registered junior and senior high-school boys and girls available for farm work, often in cooperation with the U. S. Employment Service.

2. Teachers of vocational agriculture have acted as emergency labor coordinators in supplying emergency student labor.

3. Many schools have shortened the spring term.

4. Some schools have planned to start early in August and close during the beet harvest.

5. Some schools release certain pupils for one-half the school day or for short periods on an all-day basis.

6. Many teachers of vocational agriculture have given special training or made provisions for such training to boys and girls for specific types of farm work.

7. Some schools acted as a clearance house in finding student help and the needs for labor often in cooperation with a Youth Labor Council.

8. The coach at Loveland, Colorado, organized his athletes, fifteen to twenty-five, into a working squad. He arranged working schedules and worked with and supervised the group. So far the boys have earned over \$1000 and have rendered valuable service in many critical situations.

9. Many teachers of vocational agriculture have sent out blanks to get actual needs for student help where no employment service functioned.

10. Teachers of vocational agriculture have taken groups of boys out for specific jobs.

11. Schools have closed for short periods and the faculty and the pupils have gone out to do very much needed farm work.

12. Vocational agriculture departments have helped farmers in repairing farm machinery.

13. Some colleges have put on specific training courses for teachers of tractor operator classes.

14. In Wisconsin, tractorette schools were operated in many districts. Dealers furnished tractors, machines, and instruction.

15. In California, Future Farmers of America have taken over the management and operation of farms vacated by Japanese.

16. Schools have held meetings of all concerned to set up and to put into operation a plan for supplying student labor.

Some comments that have been made are:

1. Efforts are not definitely centralized in too many communities.

2. Available boys are too often not matched against suited jobs.

3. There has been too much talk and not enough work done.

4. Quite often city boys are of little value in many lines of farm work.

5. Details for securing and placing student labor have too often been worked out too late.

6. Any special training required by student labor is done best by the farmer on the job.

7. Enlist and encourage students to work on Saturdays.

8. There should be no regimentation.

Schools have cooperated in innumerable ways in supplying labor for farmers. Efficient farm work can be done by student labor when properly organized.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS

HISTORICAL NOTE

The World Federation of Education Associations was the outgrowth of a World Conference on Education which was called by the Committee on Foreign Relations of the National Education Association to meet at San Francisco in July 1923. The first biennial meeting of the World Federation of Education Associations was held in Edinburgh, Scotland, in July 1925. The second biennial conference was held in Toronto, Canada, in August 1927. The third conference was held in Geneva, Switzerland, August 1929; the fourth conference took place in August 1931, in Denver, Colorado; the fifth conference took place in August 1933, in Dublin, Ireland; the sixth conference took place in August 1935, in Oxford, England; and the seventh conference took place in August 1937, in Tokyo, Japan. In lieu of the eighth conference to have been held in Rio de Janeiro which had to be postponed, sectional meetings were held on board the cruise ship and at the University of Puerto Rico. In 1941 a sectional meeting was held at Havana, Cuba.

OFFICERS, 1941-42

The officers for the year 1941-42 are: *president*, Paul Monroe, Garrison-on-Hudson, New York, U. S. A.; *acting secretary general*, Henry Lester Smith, Dean, School of Education, University of Indiana, Bloomington, Indiana, U. S. A.; *treasurer*, E. A. Hardy, 124 Duplex Ave., Toronto 12, Ontario, Canada; *Board of Directors*, Vicepresident from Europe, G. R. Parker, 3 Lloyd's Place, Blackheath, London, S. E. 3, England; Vicepresident from Asia, M. Oshima', Japanese Education Association, Hitotsu-Bashi, Kanda-Ku, Tokyo, Japan; Vicepresident from America, Selma M. Borchardt, 1741 Park Road, N. W., Washington, D. C., U. S. A.; Francisco Benitez, Dean, College of Education, University of the Philippines, Manila, P. I.; Harry Charlesworth, General Secretary, B. C. Teachers Federation, Aldine House, 1300 Robson St., Vancouver, B. C., Canada; Hugh B. Guthrie, 65 Kinmount Ave., King's Park, Glasgow, Scotland; P. A. Inamdar, Director of Public Instruction, Idar State, Himatnagar, India; Sir Frederick Mander, General Secretary, National Union of Teachers, Hamilton House, Mabledon Place, London, W. C. 1, England; Hidejiro Nagata, President, Japanese Education Association, 83 Zoshigaya, Koishikawa-Ku, Tokyo, Japan; Jessie M. Norris, The High School, Montreal West, P. Q., Canada; Thomas J. O'Connell, General Secretary, Irish National Teachers Organization, 9 Gardiner's Place, Dublin, Ireland; H. N. Penlington, Treasurer, National Union of Teachers, The Marsh, Hemsworth, Pontefract, England; Annie C. Woodward, 78 Highland Ave., Somerville, Massachusetts, U. S. A.

ASSOCIATIONAL RECORDS AND INFORMATION

Charter

1857—1870

THE NATIONAL TEACHERS ASSOCIATION

Organized August 26, 1857, at Philadelphia, Pennsylvania.

PURPOSE—*To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.*

The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the "National Educational Association."

1870—1907

NATIONAL EDUCATIONAL ASSOCIATION

Incorporated under the laws of the District of Columbia, February 24, 1886, under the name, "National Education Association," which was changed to "National Educational Association," by certificate filed November 6, 1886.

1907—

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Incorporated under a special act of Congress, approved June 30, 1906, to succeed the "National Educational Association." The charter was accepted and bylaws were adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

ACT OF INCORPORATION

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

SECTION 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia, viz.:

Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews, of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm,	List of Incorporators
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of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarman, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

SEC. 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendentence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, the Library Department; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

SEC. 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

SEC. 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income and all personal property and funds of the corporation held, used, or invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; *provided*, However, that this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further*, That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

Property To Be
Tax-Exempt

SEC. 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

Members

SEC. 6. (a) The officers of the corporation shall be a President, one or more Vicepresidents, a Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees and such boards, councils, committees, and other officers as shall be prescribed in the bylaws.

Officers

(b) Except as limited by this Act, as amended, the bylaws of the corporation shall prescribe the powers, duties, terms of office, and the manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its bylaws make other and different provisions as to the numbers and names of the officers, boards, councils, and committees.

Additional
Boards, Coun-
cils, Commit-
tees, and
Officers

SEC. 7. (a) The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the President of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the board shall forfeit his membership.

Board of
Trustees

(b) The invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created shall be held in such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly, after the proposed expenditure has been approved by the Board of Trustees and the Board of Directors, and after printed notice of the proposed expenditure has been printed in the *Journal of the National Education Association* at least two months prior to the meeting of the Representative Assembly.

Permanent
Fund

(c) The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the bylaws of the corporation shall otherwise provide.

Election of Secretary (d) The Board of Trustees shall elect the Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

Office of Corporation SEC. 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *provided*, That the meetings of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined in accordance with the bylaws.

Acceptance of This Charter SEC. 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this Act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this Act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created. *Provided*, That a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and, *provided further*, That in the event of the failure of the Association to accept the charter granted by this Act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

Rights of Creditors SEC. 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities, and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this act.

SEC. 11. That Congress may from time to time alter, repeal, or modify this Act of Incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

Amendments
to Charter

SEC. 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

Creation of
Representative
Assembly

Sections 1-11 were passed by Congress and approved by the President, June 30, 1906. They were accepted and adopted as the constitution of the National Education Association of the United States by the active members of the National Educational Association in annual session at Los Angeles, California, July 10, 1907.

Section 12 was passed by Congress and approved by the President of the United States, May 13, 1920, as an amendment to the original Act of Incorporation. It was accepted and adopted as an amendment to the constitution of the National Education Association of the United States by the active members thereof in annual session at Salt Lake City, Utah, July 9, 1920.

Sections 5-8 were amended by Congress and approved by the President of the United States, June 14, 1937. These amendments were accepted as amendments to the charter and adopted as amendments to the constitution by the Representative Assembly of the National Education Association of the United States at Detroit, Michigan, June 29, 1937.

Bylaws

*As Amended at the Annual Business Meeting of the Representative Assembly,
Boston, July 1941*

ARTICLE I—MEMBERSHIP

SECTION 1. The membership of the National Education Association shall consist of four classes: Active, Associate, Corresponding, and Institutional, whose qualifications, rights, and obligations shall be as hereinafter prescribed; provided, however, that no person shall be admitted or continued in membership in the NEA who advocates or who is a member of an organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States.

Membership
Defined

SEC. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

SEC. 3. The dues of an active member shall be \$2 or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several Departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of \$2 shall be entitled to receive the *Journal*. Those who pay annual dues of \$5 shall be entitled to receive, in addition to the *Journal*, the *Research Bulletins* and the volume of *Proceedings*. Those who pay \$100 become members for life without payment of additional dues and are entitled to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*.

Obligations
and
Privileges

Life Directors SEC. 4. All Life Directors shall have all the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Associate Members SEC. 5. Associate members of the Association shall be persons who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges, except the right to vote, to serve as a delegate in the Representative Assembly, and to hold office.

Corresponding Members SEC. 6. Eminent educators not residing in America may be elected by the Board of Directors as corresponding members. The number of corresponding members shall not at any time exceed fifty. They shall pay no dues and may receive free the publications of the Association.

Institutional Members SEC. 7. Institutional Membership in the Association may be held only by libraries in normal schools, teachers colleges, liberal arts colleges, and universities, and by public libraries. The annual dues for the regular Institutional Membership shall be \$5, which shall entitle the institution to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*. A special Institutional Membership shall be available to the above-named institutions for a fee of \$2. This shall entitle the institution to receive the *Journal* only. Institutional Membership shall have no rights other than to receive the publications named.

Right To Vote SEC. 8. The right to vote, to serve as a delegate in the Representative Assembly, and to hold office in the Association or in any Department thereof, shall be limited to active members whose dues are paid. The right to vote and to hold office in the National Council of Education shall be limited to the membership of the said Council whose dues are paid in the National Education Association.

Representative Assembly SEC. 9. The Representative Assembly shall be composed of the President, twelve Vicepresidents, the Executive Secretary, and Treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various Affiliated State and Local Associations as provided in the bylaws.

ARTICLE II—OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

SECTION 1. (a) The officers of said corporation shall be a President, a First Vice-president, eleven other Vicepresidents, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws. (See Act of Incorporation, section 6, first paragraph.)

Officers, Directors, Trustees, and Committees (b) The Board of Directors shall consist of the President, the First Vice-president, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Education Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director for the term of three years or until their suc-

cessors are chosen, except that the term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors.

(c) The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, the District of Columbia, and the territorial possessions to the Representative Assembly for election by that body. All members so elected to take office at the close of the annual meeting in 1937 shall draw lots to determine who shall serve one, two, or three years. Thereafter all terms of office for such members shall be for a three-year period.

(d) The Executive Committee shall consist of nine members as follows: The President of the Association, the Junior Past President, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and two members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

(e) The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years and the President of the Association who shall be a member ex officio during his term of office. (See Act of Incorporation, section 7, first paragraph, first sentence.)

(f) The election of officers and transaction of business at the annual business meeting shall be by a Representative Assembly composed of delegates apportioned, elected and governed as hereinafter provided.

SEC. 2. The State Teachers Association or Educational Association of a state, territory, or district may become affiliated with the National Education Association and shall be designated an Affiliated State Association. Each Affiliated State Association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated State Association shall be \$10. Said Association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all special bulletins and announcements when issued. **Affiliated State Associations**

SEC. 3. A Local Educational Association or Teachers Organization within a state, territory, or district may make application to affiliate with the National Education Association. Each affiliated organization shall be designated an Affiliated Local Association.

All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee. **Affiliated Local Associations**

Each Affiliated Local Association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated Local Association shall be \$5 which shall entitle said Association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all bulletins and announcements when issued.

SEC. 4. Each Affiliated Association, both state and local, shall be furnished a certificate of membership.

SEC. 5. Each Affiliated State Association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and State Delegates thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated State Delegates.

SEC. 6. Each Affiliated Local Association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated Local Delegates.

SEC. 7. Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a State or Local Affiliated Association.

SEC. 8. The President, the Twelve Vicepresidents, the Executive Secretary, and Treasurer of the National Education Association, and the United States Commissioner of Education, shall be ex-officio delegates to the Representative Assembly.

SEC. 9. Delegates shall file their credentials with the Executive Secretary of the Association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The Executive Secretary shall turn over such credentials to the Credentials Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the Representative Assembly shall be open to the active members of the Association who shall be privileged to address the Assembly on subjects pertaining to the Association. The Representative Assembly shall adopt rules of procedure which shall not conflict with the charter and bylaws of the Association. It shall recommend an equitable plan for paying some part of the expenses of delegates to the annual business meeting of the Association.

ARTICLE III—DUTIES OF OFFICERS

SECTION 1. The President shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these bylaws, and standing rules, and in addition such duties as usually devolve upon the Chief Executive of such an Association. In the absence of the President, the First Vicepresident shall preside. In the absence of the President and the First Vicepresident a Chairman pro tempore shall be elected under the direction of the Executive Secretary of the Association. The President shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the President of the Council and the heads of the several Departments and to make such recommendations in regard to the program of the Council and the several Departments as will, in his opinion, promote the interest of the annual meeting.

The President shall be a member ex officio of the Board of Trustees and Chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as President, he shall be known as the Junior Past President and shall serve on the Executive Committee for the term of one year.

SEC. 2. (a) The First Vicepresident shall serve as a member of the Executive Committee. In case the office of President becomes vacant, the First Vicepresident shall become President and shall assume the duties and authority of the office.

Duties of Vicepresidents

(b) The other Vicepresidents shall serve as Assistants to the President for such services as may be required of them.

SEC. 3. The Executive Secretary shall keep a full and accurate record of the proceedings of the general meetings of the Association and all meetings of the Board of Directors and of the Executive Committee, shall conduct the business of the Association as provided in the Act of Incorporation and these bylaws and, in all matters not definitely prescribed therein, shall be under the direction of the Board of Directors or of the Executive Committee acting for the Board of Directors, and, in the absence of instructions from the Board of Directors or the Executive Committee, shall be under the direction of the President.

Duties of the Executive Secretary

SEC. 4. The Treasurer shall perform the duties prescribed by the Act of Incorporation and these bylaws. He shall receive from the Executive Secretary and, under the direction of the Board of Trustees, shall hold in safekeeping all moneys paid to the Association; and shall pay the same only upon the order of the Board of Trustees.

Duties of the Treasurer

SEC. 5. (a) The Board of Directors when in session shall have power to fill all vacancies in their own body and shall have in charge the general interests of the corporation, excepting those entrusted to the Board of Trustees. (See paragraph (e) of this section.)

(b) At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one Trustee for the term of four years and two members of the Executive Committee for one year. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a Trustee from two successive annual meetings of the Board shall forfeit his membership. Only members who have the qualifications required of Directors shall be elected Trustees. (See Act of Incorporation, section 7, first paragraph, last two sentences.)

(c) The Board of Directors shall take such action with respect to the Permanent Fund of the Association, its accretions and income, as is authorized by the Act of Incorporation or these bylaws and standing rules. (See Act of Incorporation, section 7, second paragraph, part of second sentence.)

(d) The Board of Directors may determine what office or offices of the Association may be maintained in the United States other than its principal place of business in Washington, D. C., and where the meetings of the corporation, its officers, committees, and departments may be held, and what business other than provided by the Act of Incorporation, these bylaws, and standing rules may be transacted at such office or offices and meetings. (See Act of Incorporation, section 8.)

(e) The Board of Directors shall have such powers and perform such duties as are prescribed by the Act of Incorporation and by these bylaws; shall elect correspond-

ing members as prescribed in Section 6 of Article I of these bylaws. The Board of Directors shall approve all bills incurred by itself or by the Executive Committee, or the President or the Executive Secretary acting under the authority of the Board of Directors; shall appropriate from the current funds of the year the amounts of money ordered by the Representative Assembly at the annual business meeting of the same for the work of all special committees of research and investigation authorized and provided for at the annual business meeting, and for all other needs of the Association; shall make a full report of the financial condition of the Association including the reports of the Executive Secretary, the Treasurer, and the Board of Trustees to the Representative Assembly at its annual business meeting, and shall do all in its power to make the Association a useful and honorable institution.

(f) The Board of Directors shall meet in connection with the annual meeting of the Representative Assembly, and may meet in connection with the annual meeting of the American Association of School Administrators and at such other times and places as may be determined by the President or requested in writing by a majority of the elective members of the Board of Directors.

SEC. 6. (a) The Executive Committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board.

(b) The Executive Committee may recommend to the Representative Assembly at the annual business meeting the appointment of special committees for investigation or research, the subjects for which may have been suggested by the National Council or by the active members of the National Education Association or by any of its Departments; it shall recommend the amount of money to be appropriated for such investigations. When such special committees are provided for and duly authorized by the Representative Assembly and appropriations for them have been authorized by the Board of Directors, the Executive Committee shall, under the instructions of the Board of Directors, have general supervision of them. The Executive Committee shall receive and consider all reports made by the special committees and shall print these reports and present them, together with the reports of the Executive Secretary, the Treasurer, and the Board of Trustees, and the recommendations of the Executive Committee thereon, to the Board of Directors, which shall transmit the same with recommendations to the Representative Assembly at its annual business meeting. All such special committees shall be appointed by the President of the Association.

(c) The Executive Committee shall fill all vacancies occurring in the body of officers of the Association, except as otherwise provided for in the Act of Incorporation or in these bylaws. Except as otherwise provided, the Executive Committee shall determine the rank of the Vicepresidents for the purpose of determining the order of succession to the presidency should a vacancy occur.

SEC. 7. (a) The Board of Trustees shall have such powers and perform such duties as are prescribed by the Act of Incorporation; shall require of the Executive Secretary and Treasurer bonds in such amounts as may be determined by said Board for the faithful performance of their duties; shall make a full report of the finances of the Association to the Executive Committee not later than ten days prior to the annual meeting of the Association, which report shall be transmitted by the Executive Committee to the Board of Directors at the first regular meeting of the Board held in connection with the annual meeting of the Association. It shall annually choose its own chairman and secretary.

(b) The Board of Trustees shall have charge of the Permanent Fund and shall provide for the safekeeping and investing of such Fund and of all other funds which the corporation may receive by donation, bequest, or devise. It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Executive Secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year. (See Act of Incorporation, section 7.)

(c) The Board of Trustees shall elect the Executive Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years. (See Act of Incorporation, section 7.)

ARTICLE IV—THE NATIONAL COUNCIL OF EDUCATION

SECTION 1. The National Council of Education shall discuss educational questions of public and professional interest; propose to the Executive Committee, from time to time, suitable subjects for investigation and research; have a report made at its annual meeting on “Educational Progress during the Past Year”; and in other ways use its best efforts to further the objects of the Association and to promote the cause of education in general.

Function of
National
Council

SEC. 2. The National Council of Education shall consist of not less than 120, nor more than 200, members to be selected as provided by its bylaws.

Membership

SEC. 3. The annual meeting of the Council shall be held during the week of the annual meeting of the Association.

Time of
Meeting

SEC. 4. The absence of a regular member from two successive annual meetings of the Council shall be considered equivalent to his resignation of membership. Persons whose regular membership in the Council has expired shall be denominated honorary members of the Council during the time of their active membership in the Association with the privilege of attending the regular sessions of the Council and participating in its discussions. A member who discontinues or forfeits his active membership in the Association forfeits his membership in the Council.

Loss of
Membership

SEC. 5. The officers of the Council shall consist of a President, a Vicepresident, a Secretary, and such standing committees as may be prescribed by its bylaws, all of whom shall be regular members of the Council. The Secretary of the Council shall, in addition to performing the duties pertaining to his office, furnish the Executive Secretary of the Association a copy of the proceedings of the Council for publication.

Officers
Council

SEC. 6. The National Council of Education is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

Bylaws and
Powers of
Council

SEC. 7. The powers and duties of the Council may be changed or the Council abolished upon a two-thirds vote of the Representative Assembly taken at the annual meeting of the Association; *provided*, That notice of the proposed action has been given at the preceding annual business meeting of the Association.

ARTICLE V—DEPARTMENTS

SECTION 1. The following Departments are now (1942) in existence, to wit: The Departments, first, of American Association of School Administrators; second, of Vocational Education; third, of Kindergarten-Primary Education; fourth, of Music Educators National Conference; fifth, of Secondary Teachers; sixth, of Business Education; seventh, of American Association for Health, Physical Education, and Recreation; eighth, of Science Instruction; ninth, of Rural Education; tenth, of Classroom Teachers; eleventh, of Deans of Women; twelfth, of Adult Education; thirteenth, of Elementary School Principals; fourteenth, of Visual Instruction; fifteenth, of Social Studies; sixteenth, of Teachers Colleges; seventeenth, of Lip Reading; eighteenth, of Secondary-School Principals; nineteenth, of Supervisors and Directors of Instruction; twentieth, of Educational Research; twenty-first, of International Council for Exceptional Children; twenty-second, of Home Economics; twenty-third, of Administrative Women in Education; twenty-fourth, of Art Education; twenty-fifth, of Teachers of Speech; twenty-sixth, Garden Education; twenty-seventh, of Journalism Directors; twenty-eighth, of American Industrial Arts Association; twenty-ninth, of Higher Education. There is also the National Council of Education.

SEC. 2. Each Department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the Department; *provided*, Active members of the Association, and no others, shall be eligible to such Department membership; and *provided also*, That all active members of the Association shall be permitted to attend the professional programs and discussions of any Department.

Members of
Departments

SEC. 3. Each Department shall hold an annual meeting at the time and place of the meeting of the Association except as otherwise provided in these bylaws and standing rules or as directed by the Board of Directors, or by the Executive Committee acting under the general instructions of the Board of Directors.

Department
Meetings

SEC. 4. The object of the meetings of the Departments shall be the discussion of questions pertaining to their respective fields of educational work. The programs of these meetings shall be prepared by the respective presidents under the general direction of the President of the Association. Each Department shall be limited to two sessions, with formal programs, unless otherwise ordered by the President of the Association, except that a third session of business or informal round table conference may be held at the discretion of the Department officers.

Object of
Department
Meetings

SEC. 5. The officers of each Department shall consist of a President, a Vice-president, a Secretary, and such other officers as may be deemed necessary by the Department, who shall be elected at the last formal session of the Department to serve for the term of office specified in the regulations of the Department and until their successors are duly elected; and who shall at the time of their election, be active members of the Association. Each Department shall provide for the creation of an Executive Committee, and assign to it any duties consistent with the purposes of the Department and the Act of Incorporation and bylaws of the Association. In case there is a vacancy in the office of President of any Department, it shall be filled by appointment made by the Executive Committee of the Department. Any other Departmental vacancy shall be filled by appointment made by the President of the Department.

Officers of
Departments

SEC. 6. The Secretary of each Department shall, in addition to performing the duties usually pertaining to his office, furnish to the Executive Secretary of the

Association a copy of the proceedings of the meetings of the Department for publication. No Department shall establish an office outside of the general headquarters of the Association without the consent of the Board of Directors.

Department
Headquarters

SEC. 7. All Departments shall have equal rights and privileges, with the exception stated in section 3 of this Article. They shall be named in section 1 of this Article in the order of their establishment and shall be dropped from the list when discontinued.

Rights of
Departments

SEC. 8. Upon the recommendation of the Board of Directors a new Department may be established by vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting; *provided*, That a written application for said Department with title and purpose of the same shall have been made at the regular meeting of the Assembly next preceding the one at which action is taken by at least 250 members engaged or interested in the field in the interest of which the Department is proposed to be established; *provided*, That no group shall be admitted to Departmental status until it shall have held constructive meetings for at least three successive years.

How
Established

A Department already established may be discontinued upon a two-thirds vote of the Representative Assembly, at any business meeting; *provided*, That announcement of the purpose to discontinue has been made at the preceding annual business meeting. The Board of Directors may recommend to the Representative Assembly the discontinuance of any Department. Upon the recommendation of the Board of Directors a Department which has failed to hold a regular meeting for two successive years may be discontinued by a vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting.

SEC. 9. Any Department, by a two-thirds vote of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the Secretary of the Department who shall transmit them monthly to the Executive Secretary of the Association. Such funds shall be added to the Department's allowance from the Association and shall be used for the work of said Department only, and shall be disbursed upon the recommendation of the executive officers of the Department in the same manner as other funds of the Association are disbursed.

Fees for
Department
Members

SEC. 10. Each Department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

ARTICLE VI—COMMITTEES

SECTION 1. There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The Committee shall consist of five members appointed by the President as follows: In July 1935, the retiring president shall appoint two members, one to serve for three years and one to serve for four years. The incoming president shall appoint three members of this Committee: one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the President shall appoint one member to serve for five years. All proposed amendments to the charter and to the bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly

Bylaws and
Rules

from year to year. This Committee may render decisions on any points referred to it by the Executive Committee, the Executive Secretary, or the President of the Association.

SEC. 2. In all committees, boards, or councils in which the entire personnel is named that year by the President, the President shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman.

ARTICLE VII—MEETINGS

Meetings To Be Held Annually SECTION 1. Stated meeting of the Association, of the National Council of Education, and of all Departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instructions of the Board of Directors.

SEC. 2. The corporation shall hold an annual meeting at such time and place as the Board of Directors may designate; *provided, however*, that during a war emergency disrupting the usual means of transportation, the Board of Directors may postpone the annual meeting until such time as transportation is available. In the event of such postponement of the annual meeting of the corporation, all officers, boards, councils, commissions, and committees authorized by the bylaws shall remain in office until the close of the next annual meeting of the corporation.

ARTICLE VIII—PROCEEDINGS

Publication of Proceedings SECTION 1. The *Proceedings* of the Association, of the Council, of the Departments, and of all commissions and committees, shall be published at the discretion of and under the direction of the Executive Committee; *provided*, That such publication has been approved and the money therefor appropriated by the Board of Directors.

Absence of Author SEC. 2. No paper, lecture, or address shall be read before the Association or any of the Departments in the absence of the author, without the approval of the President of the Association, or of the President of the Department interested; nor shall any such paper, lecture, or address be published in the *Proceedings* without the approval of the Executive Committee.

ARTICLE IX—QUORUM AND RULES OF ORDER

Quorum SECTION 1. Elected directors from twenty-five states shall constitute a quorum of the Board of Directors. A majority of all the accredited delegates, representatives of not less than twenty-five states, shall constitute a quorum of the Representative Assembly.

SEC. 2. *Robert's Rules of Order Revised* shall be the authority governing all matters of procedure not otherwise covered in the Act of Incorporation and in these bylaws, standing rules, and in the rules of procedure adopted by the Representative Assembly.

ARTICLE X—PERMANENT FUND

SECTION 1. The invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.

SEC. 2. The Permanent Fund shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. (Article III, section 6, second paragraph, first sentence.)

SEC. 3. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.

SEC. 4. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.

ARTICLE XI—AMENDMENTS

SECTION 1. These bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association.

SEC. 2. In all voting on proposed amendments to the charter, bylaws, and standing rules, written ballots shall be used whenever 200 members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the Executive Secretary he shall arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot.

SEC. 3. The standing rules may be amended at the annual meeting of the Representative Assembly without notice by two-thirds vote of the Representative Assembly and by a majority vote of the Representative Assembly if the amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken.

Standing Rules

MEMBERSHIP

Rule 1. The membership year shall be from September 1 to August 31. All membership dues shall be credited to the current membership year unless otherwise requested.

Membership
Year

Rule 2. The annual dues of members shall be sent to the Executive Secretary on or before December 31. An active member failing to pay dues as herein provided shall forfeit the privileges of membership and be dropped from the list of members.

Time and
Place of
Payment of
Dues

Rule 3. The Executive Secretary of the Association shall furnish each member of the Association a membership card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the charter and bylaws of the Association. Arrangements may be made with Local and State Affiliated Associations for the issuance of a coinclusive membership card, or insignia, or both, on a voluntary basis.

Membership
Card

OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

Rule 4. (a) At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: President, Vicepresidents, Treasurer, and the two members of the Executive Committee to be elected by the delegates. Candidates for said offices shall be nominated from the floor upon roll call of the states.

(b) On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States in which the term of office expires shall nominate one person for member of the Board of Directors, except any State which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director, and the name of such person or persons shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. The term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the NEA as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors. Any person to qualify to serve as Director shall have been an active member with dues paid in the National Education Association and in a State, or District, or Territory, and a Local Association, if organized, for a three-year period immediately preceding the election; *provided however*, That the requirement of membership in a state association for a candidate for Director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the delegates present from that State. Only delegates who are active members of the National Education Association and whose dues have been paid in a State, or District, or Territory, or a Local Association, if organized, respectively, shall have the right to vote for such directors.

(c) On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A. M. to 3 P. M., at such place or places as the President of the Association shall designate. The candidates for President, First Vicepresident, Treasurer, member of Board of Directors from each state, territory, or district, respectively, in which the term of office expires and the eleven other candidates for the office of Vicepresident receiving the highest number of votes shall be declared elected. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided.

Rule 5. Each Affiliated Association shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such Affiliated Association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The Executive Secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the State and Local Affiliated Associations as will promote the welfare of all and advance the interests of the teaching profession.

OTHER DUTIES OF EXECUTIVE SECRETARY

Rule 6. The Executive Secretary shall receive or collect all moneys due the Association and pay the same each month to the Treasurer. He shall countersign all bills approved for payment by the Board of Directors or by the Executive Committee acting under the authority of the Board of Directors or by the President acting under authority of the Board of Directors or of the Executive Committee. He shall countersign checks drawn by the Treasurer in payment of bills and shall deposit in an authorized depository in the name of the Association and disburse therefrom any funds authorized by the Board of Trustees advanced to him by the Treasurer for the payment of expenses set forth in the budget adopted by the Representative Assembly. The Executive Secretary shall have his records present at all meetings of the Association, of the Board of Directors, and of the Executive Committee. He shall keep a list of members and shall revise said list annually. He shall be Secretary of the Board of Directors. He shall be the custodian of all the property of the Association not in charge of the Treasurer and the Board of Trustees. He shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. He shall submit his annual report to the Executive Committee not later than fifteen days before the annual meeting of the Association, which report shall be transmitted to the Board of Directors at its annual meeting. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association. The Executive Secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or of the Executive Committee acting under the general instruction of the Board of Directors.

Duties of
the Executive
Secretary

OTHER DUTIES OF TREASURER

Rule 7. The Treasurer shall notify the President of the Association and the Chairman of the Board of Trustees whenever the surplus funds in his possession exceed \$500; shall keep an exact account of his receipts and expenditures with vouchers for the latter, and said accounts, ending on the thirty-first day of May each year, he shall render to the Executive Committee not later than ten days before the annual meeting of the Association, and when approved by said Committee, these accounts shall be transmitted by this Committee to the Board of Directors at its meeting held in connection with the annual meeting of the Association and a copy of the report shall be transmitted to the Representative Assembly for its information. The Treasurer shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association.

Duties
of the
Treasurer

COMMITTEES

Rule 8. The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year, whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have authority to secure the support of the Auditing Committee in preparing this budget.

Budget
Committee

Rule 9. Not later than five months before the end of the fiscal year, the President shall appoint an Auditing Committee, consisting of three active members of the Association, no one of whom shall be either a Trustee or a Director; to this Committee shall be referred the report and audit of the expert accountant or accountants, together with the communication of the President transmitting the same as pro-

Auditing
Committee

vided in Rule 14; and the Committee shall report its findings to the Board of Directors.

Rule 10. On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the President of the Association, the accredited delegates to the Representative Assembly from each state shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology.

Credentials Rule 11. The Committee on Credentials shall receive the official list of delegates from the Executive Secretary and report thereon to the Representative Assembly.

Rule 12. The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent or by a two-thirds vote, all resolutions shall be referred to said Committee without discussion. This Committee shall receive and consider all resolutions proposed by active members, or referred to it by the President. Some time during the second day of the annual meeting of the Association the Committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

Necrology Rule 13. The Committee on Necrology may prepare for the published *Proceedings* brief memorial tributes to members who have died during the year.

Rule 14. Within thirty (30) days prior to the time of the annual meeting of the Association, the President shall appoint a competent person, firm, or corporation, licensed to do business as expert accountants; the accountant or accountants so appointed shall examine the accounts, papers, and vouchers of the Executive Secretary, the Treasurer, and the Board of Trustees, and compare the same; shall also examine the securities of the Permanent Fund held by the Board of Trustees. The report of said accountant or accountants shall be filed with the President not less than ten days before the opening day of the annual meeting of the Association, and shall be by him submitted to the Auditing Committee with such comments as he may think proper.

Rule 15. The Representative Assembly may provide such additional committees as it may deem wise.

ANNUAL AND BUSINESS MEETINGS

Rule 16. The first day of the annual meeting shall be Monday; the first day of the business meeting shall be Tuesday.

Rule 17. (a) The annual business meeting of the Representative Assembly shall begin at 9 A. M., on the second day of the annual meeting of the Association. A regular meeting of the Board of Directors shall be held in connection with the annual meeting of the Association. The time and place of such meeting shall be designated in the program. The Executive Secretary shall notify the members of the Board of Directors of the time and place of meeting, not less than thirty (30) days before the meeting.

MEETING OF NEW BOARD OF DIRECTORS

(b) The first regular meeting of the new Board of Directors shall be held as soon as practicable and within twenty-four hours after the close of the last session of the annual meeting. The place and time of this meeting shall be announced in the printed program.

MEETING OF BOARD OF TRUSTEES

(c) The Board of Trustees shall hold its annual meeting at some convenient time and immediately following the meeting of the new Board of Directors. Special meetings of the Trustees may be called by the Chairman and shall be called on request of a majority of the Board of Trustees. Due notice of all meetings of the Board of Trustees shall be given to every member of the Board by the Secretary thereof.

NATIONAL EDUCATIONAL ASSOCIATION

NOW KNOWN AS THE

NATIONAL EDUCATION ASSOCIATION OF THE
UNITED STATES

CERTIFICATE

of Acceptance of Charter and Adoption of Bylaws under the Act of Congress approved June 30, 1906.

We, the undersigned, Nathan C. Schaeffer, the presiding officer, and Irwin Shepard, the Secretary of the meeting of the National Educational Association held at Los Angeles, California, on the 10th day of July, 1907, said meeting being the annual meeting of the Association held next after the passage of an act of Congress entitled "An Act To Incorporate the National Education Association of the United States,"

Do hereby certify, that at said meeting held pursuant to due notice, a quorum being present, the said Association adopted resolutions of which true copies are hereto attached, and accepted the charter of the National Education Association of the United States, granted by said act of Congress, and adopted bylaws as provided in said act and selected officers; and the undersigned pursuant to said resolutions,

Do hereby certify that the National Education Association of the United States has duly accepted said charter granted by said act of Congress, and adopted bylaws, and is the lawful successor to the National Educational Association.

In witness whereof, we have hereunto signed our names this 20th day of August, 1907.

NATHAN C. SCHAEFFER, *Presiding Officer*
IRWIN SHEPARD, *Secretary*

VERIFICATION

RESOLUTIONS ADOPTED BY THE ACTIVE MEMBERS, JULY 10, 1907

1. *Resolved*, That the National Educational Association hereby accepts the charter granted by an act of Congress entitled "An Act To Incorporate the National Education Association of the United States," passed June 30, 1906, and that the President and Secretary of this meeting be authorized and directed to execute and file with the Recorder of Deeds of the District of Columbia a verified certificate showing the acceptance by the Association of the charter granted by said act.

2. *Resolved*, That the proposed bylaws of which notice was given at the annual meeting of the Association held on July 6, 1905, which are printed in full in the Journal of said meeting, be and the same are hereby adopted to take effect immediately.

3. *Resolved*, That the Association adopt as its corporate seal a circle containing the title "National Education Association of the United States," and the dates "1857-1907."

4. *Resolved*, That the Association do now proceed to elect officers, and to organize under the charter granted by the act of Congress.

Filed in the office of the Recorder of Deeds of the District of Columbia, September 4, 1907.

CALENDAR OF MEETINGS

NATIONAL TEACHERS ASSOCIATION, 1857-1870

1857—PHILADELPHIA, PA. (Organized)

JAMES L. ENOS, Chairman
W. E. SHELDON, Secretary

1858—CINCINNATI, OHIO

Z. RICHARDS, President
J. W. BUCKLEY, Secretary
A. J. RICKOFF, Treasurer

1859—WASHINGTON, D. C.

A. J. RICKOFF, President
J. W. BUCKLEY, Secretary
C. S. PENNELL, Treasurer

1860—BUFFALO, N. Y.

J. W. BUCKLEY, President
Z. RICHARDS, Secretary
O. C. WIGHT, Treasurer

1861, 1862—No session

1863—CHICAGO, ILL.

JOHN D. PHILBRICK, President
JAMES CRUICKSHANK, Secretary
O. C. WIGHT, Treasurer

1864—OGDENSBURG, N. Y.

W. H. WELLS, President
DAVID N. CAMP, Secretary
Z. RICHARDS, Treasurer

1865—HARRISBURG, PA.

S. S. GREENE, President
W. E. SHELDON, Secretary
Z. RICHARDS, Treasurer

1866—INDIANAPOLIS, IND.

J. P. WICKERSHAM, President
S. H. WHITE, Secretary
S. P. BATES, Treasurer

1867—No session

1868—NASHVILLE, TENN.

J. M. GREGORY, President
L. VAN BOKKELEN, Secretary
JAMES CRUICKSHANK, Treasurer

1869—TRENTON, N. J.

L. VAN BOKKELEN, President
W. E. CROSBY, Secretary
A. L. BARBER, Treasurer

1870—CLEVELAND, OHIO

DANIEL B. HAGAR, President
A. P. MARBLE, Secretary
W. E. CROSBY, Treasurer

NATIONAL EDUCATIONAL ASSOCIATION, 1871-1907

1871—ST. LOUIS, MO.

J. L. PICKARD, President
W. E. CROSBY, Secretary
JOHN HANCOCK, Treasurer

1872—BOSTON, MASS.

E. E. WHITE, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer

1873—ELMIRA, N. Y.

B. G. NORTHRUP, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer

1874—DETROIT, MICH.

S. H. WHITE, President
A. P. MARBLE, Secretary
JOHN HANCOCK, Treasurer

1875—MINNEAPOLIS, MINN.

W. T. HARRIS, President
M. R. ABBOTT, Secretary
A. P. MARBLE, Treasurer

1876—BALTIMORE, MD.

W. F. PHELPS, President
W. D. HENKLE, Secretary
A. P. MARBLE, Treasurer

1877—LOUISVILLE, KY.

M. A. NEWALL, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer

1878—No session

1879—PHILADELPHIA, PA.

JOHN HANCOCK, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer

1880—CHAUTAUQUA, N. Y.

J. ORMOND WILSON, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer

1881—ATLANTA, GA.

JAMES H. SMART, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer

1882—SARATOGA SPRINGS, N. Y.

G. J. ORR, President
W. E. SHELDON, Secretary
H. S. TARBELL, Treasurer

1883—SARATOGA SPRINGS, N. Y.

E. T. TAPPAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer

1884—MADISON, WIS.

THOMAS W. BICKNELL, President
H. S. TARBELL, Secretary
N. A. CALKINS, Treasurer

1885—SARATOGA SPRINGS, N. Y.

F. LOUIS SOLDAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer

1886—TOPEKA, KANS.

N. A. CALKINS, President
W. E. SHELDON, Secretary
E. C. HEWETT, Treasurer

1887—CHICAGO, ILL.

W. E. SHELDON, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer

1888—SAN FRANCISCO, CALIF.

AARON GOVE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer

1889—NASHVILLE, TENN.

ALBERT P. MARBLE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer

1890—ST. PAUL, MINN.

J. H. CANFIELD, President
W. R. GARRETT, Secretary
E. C. HEWETT, Treasurer

1891—TORONTO, ONT.

W. R. GARRETT, President
E. H. COOK, Secretary
J. M. GREENWOOD, Treasurer

1892—SARATOGA SPRINGS, N. Y.

E. H. COOK, President
R. W. STEVENSON, Secretary
J. M. GREENWOOD, Treasurer

1893—CHICAGO, ILL.

(International Congress of
Education)

ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer

1894—ASBURY PARK, N. J.

ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer

1895—DENVER, COLO.

NICHOLAS MURRAY BUTLER, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer

- 1896—BUFFALO, N. Y.
 NEWTON C. DOUGHERTY, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1897—MILWAUKEE, WIS.
 CHARLES R. SKINNER, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1898—WASHINGTON, D. C.
 J. M. GREENWOOD, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1899—LOS ANGELES, CALIF.
 E. ORAM LYTE, President
 IRWIN SHEPARD, Secretary
 I. C. McNEILL, Treasurer
- 1900—CHARLESTON, S. C.
 OSCAR T. CORSON, President
 IRWIN SHEPARD, Secretary
 CARROLL G. PEARSE, Treasurer
- 1901—DETROIT, MICH.
 JAMES M. GREEN, President
 IRWIN SHEPARD, Secretary
 L. C. GREENLEE, Treasurer
- 1902—MINNEAPOLIS, MINN.
 WILLIAM M. BEARDSHEAR, President
 IRWIN SHEPARD, Secretary
 CHARLES H. KEYES, Treasurer
- 1903—BOSTON, MASS.
 CHARLES W. ELIOT, President
 IRWIN SHEPARD, Secretary
 W. M. DAVIDSON, Treasurer
- 1904—ST. LOUIS, MO.
 JOHN W. COOK, President
 IRWIN SHEPARD, Secretary
 McHENRY RHODES, Treasurer
- 1905—ASBURY PARK AND OCEAN GROVE, N. J.
 WILLIAM H. MAXWELL, President
 IRWIN SHEPARD, Secretary
 JAMES W. CRABTREE, Treasurer
- 1906—No session
- 1907—LOS ANGELES, CALIF.
 NATHAN C. SCHAEFFER, President
 IRWIN SHEPARD, Secretary
 J. N. WILKINSON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE
 UNITED STATES, 1908—

- 1908—CLEVELAND, OHIO
 EDWIN G. COOLEY, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1909—DENVER, COLO.
 LORENZO D. HARVEY, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1910—BOSTON, MASS.
 JAMES Y. JOYNER, President
 IRWIN SHEPARD, Secretary
 ARTHUR H. CHAMBERLAIN, Treas.
- 1911—SAN FRANCISCO, CALIF.
 ELLA FLAGG YOUNG, President
 IRWIN SHEPARD, Secretary
 DURAND W. SPRINGER, Treasurer
- 1912—CHICAGO, ILL.
 CARROLL G. PEARSE, President
 IRWIN SHEPARD, Secretary
 KATHERINE D. BLAKE, Treasurer
- 1913—SALT LAKE CITY, UTAH
 EDWARD T. FAIRCHILD, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1914—ST. PAUL, MINN.
 JOSEPH SWAIN, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1915—OAKLAND, CALIF.
 DAVID STARR JORDAN, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1916—NEW YORK, N. Y.
 DAVID B. JOHNSON, President
 DURAND W. SPRINGER, Secretary
 GRACE M. SHEPHERD, Treasurer
- 1917—PORTLAND, ORE.
 ROBERT J. ALEY, President
 DURAND W. SPRINGER, Secretary
 THOMAS E. FINEGAN, Treasurer
- 1918—PITTSBURGH, PA.
 MARY C. C. BRADFORD, President
 J. W. CRABTREE, Secretary
 A. J. MATTHEWS, Treasurer
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IowaGERALD W. KIRN, Abraham Lincoln High School..Council Bluffs (1945)
KansasF. L. SCHLAGLE, Superintendent of Schools.....Kansas City (1944)
KentuckyR. E. JAGGERS, State Department of Education....Frankfort (1944)
LouisianaL. P. TERREBONNE, Labuave Avenue.....Plaquemine (1943)
MaineAGNES P. MANTOR, State Normal School.....Farmington (1945)
MarylandEUGENE W. PRUITT, County Superintendent of Schools Frederick (1943)
MassachusettsEVERETT J. MCINTOSH, 62 Front Street.....Weymouth (1943)
MichiganGROVER STOUT, Principal, Wingert School.....Detroit (1943)
MinnesotaDAISY BROWN, Executive Secretary, State Teachers Retirement Fund, 630 State Office Building.....St. Paul (1943)
MississippiH. V. COOPER, Superintendent of Schools.....Vicksburg (1944)
MissouriEVERETT KEITH, Executive Secretary, Missouri State Teachers AssociationColumbia (1944)
MontanaM. P. MOE, Executive Secretary, Montana Education AssociationHelena (1945)
NebraskaPEARL DONOHO, 3518 Burt Street.....Omaha (1943)
NevadaC. LAYTON GALBRAITH, Superintendent of Schools.....McGill (1944)

New Hampshire.....	DANIEL W. MACLEAN, Head Master, High School.....	Berlin (1945)
New Jersey	LELIA O. BROWN, 525 Clifton Avenue.....	Newark (1943)
New Mexico	R. J. MULLINS, Executive Secretary, New Mexico Educational Association	Santa Fe (1945)
New York	MARGUERITE WELCH, 165 Searlwyn Road.....	Syracuse (1944)
North Carolina	ELMER H. GARINGER, Principal, Central High School.....	Charlotte (1943)
North Dakota	F. RAY ROGERS, Superintendent of Schools.....	Carrington (1944)
Ohio	HELEN BRADLEY, 2401 Salutaris.....	Cincinnati (1944)
Oklahoma	MRS. D. EDNA CHAMBERLAIN, 1339 South Norfolk.....	Tulsa (1945)
Oregon	MARIE LESSING, 5764 N. E. Garfield.....	Portland (1945)
Pennsylvania	HARVEY E. GAYMAN, Executive Secretary, Pennsylvania State Education Association	Harrisburg (1944)
	MABEL STUDEBAKER, 426 East Tenth Street.....	Erie (1945)
Puerto Rico	FRANCISCO RODRIGUEZ-LOPEZ, 30 Vallejo Street....	Rio Piedras (1944)
Rhode Island	JAMES F. ROCKETT, State Director of Education....	Providence (1943)
South Carolina	S. DAVID STONEY, Bennett School.....	Charleston (1943)
South Dakota	H. G. MOSBY, Field Secretary, South Dakota Education Association	Sioux Falls (1944)
Tennessee	WILSON NEW, Principal, Stair Technical High School..	Knoxville (1945)
Texas	RUSH M. CALDWELL, 2527 Ross Avenue.....	Dallas (1943)
Utah	JOHN T. WAHLQUIST, University of Utah.....	Salt Lake City (1944)
Vermont	JOSEPH A. WIGGIN, Principal, High School.....	Brattleboro (1943)
Virginia	MRS. EDITH B. JOYNES, Principal, Gatewood School...	Norfolk (1943)
Washington	JOHN R. RUSHING, 600 East 77th Street.....	Seattle (1945)
West Virginia	W. W. TRENT, State Superintendent of Schools.....	Charleston (1945)
Wisconsin	CHARLOTTE KOHN, Principal, 424 N. Pinckney Street..	Madison (1943)
Wyoming	CLYDE W. KURTZ, Superintendent of Schools, District No. 1	Evanston (1945)

HEADQUARTERS STAFF

1201 Sixteenth Street, Northwest, Washington, D. C.

Willard E. Givens, Executive Secretary

William G. Carr, Associate Secretary

J. W. Crabtree, Secretary Emeritus

Directors of Divisions

ACCOUNTS AND RECORDS.....	Mary J. Winfree
AFFILIATED ASSOCIATIONS.....	Agnes Winn
BUSINESS.....	Harold A. Allan
FIELD SERVICE.....	Charl Ormond Williams
MEMBERSHIP.....	T. D. Martin
PUBLICATIONS.....	Joy Elmer Morgan
PUBLIC RELATIONS.....	Belmont Farley
RESEARCH.....	Frank W. Hubbard
RURAL SERVICE.....	Howard A. Dawson
SECRETARY'S OFFICE.....	Harriett M. Chase

Secretaries of Departments at Headquarters

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION.....	N. P. Neilson
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND DIRECTOR OF ADMINISTRATIVE SERVICE.....	S. D. Shankland
BUSINESS EDUCATION.....	Earl P. Strong
CLASSROOM TEACHERS.....	Hilda Maehling
ELEMENTARY SCHOOL PRINCIPALS.....	Eva G. Pinkston
NATIONAL ASSOCIATION OF DEANS OF WOMEN.....	Kathryn G. Heath
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS.....	Paul E. Elicker
NATIONAL COUNCIL FOR THE SOCIAL STUDIES.....	Wilbur F. Murra
RURAL SERVICE.....	Howard A. Dawson
SUPERVISORS AND DIRECTORS OF INSTRUCTION.....	Ruth Cunningham

COMMITTEES, COMMISSIONS, AND COUNCILS OF THE NATIONAL EDUCATION ASSOCIATION, 1941-42 ¹

COMMITTEE ON ACADEMIC FREEDOM

(Authorized by Representative Assembly)

Taylor, William S., Chairman; Dean, School of Education, University of Kentucky, Lexington, Ky.
Kilpatrick, William H., 106 Morningside Drive, New York, N. Y.

Lowe, Carl M., 3253 Twenty-Ninth W., Seattle, Wash.
Spooner, Julia A., Principal, Sellwood School, Portland, Oreg.
Strong, Vera, 1922 Blodgett, Houston, Texas

APPRAISAL COMMITTEE

(Authorized by Representative Assembly)

Shaw, Reuben T., Chairman; 834 Real Estate Trust Bldg., Philadelphia, Pa. (1943)
Asfahl, W. D., Superintendent of Schools, Delta, Colo. (1944)
Clark, Harry, University of South Carolina, Columbia, S. C. (1942)
Garff, Minnie, 980 Hollywood Ave., Salt Lake City, Utah (1944)

Muir, Sarah T., Lincoln High School, Lincoln, Nebr. (1942)
Oppe, Greta, Ball High School, Galveston, Texas (1943)
Roberts, Gertrude, Huntington High School, Huntington, W. Va. (1944)
Willis, N. Elliot, Principal, Junior High School, Winthrop, Mass. (1942)
Wilson, Irvin A., 437 S. Stone Ave., La Grange, Ill. (1943)

AUDITING COMMITTEE

(Authorized by Representative Assembly)

Wells, Jere A., Chairman; Superintendent, Fulton County Schools, Atlanta, Ga.
Ganoung, R. A., 2333 East Sixth St., Tucson, Ariz.

Garff, Minnie, 980 Hollywood Ave., Salt Lake City, Utah

BUDGET COMMITTEE

(Authorized by Bylaws)

Frank, Kate, Central High School, Muskogee, Okla. (1943)
Garinger, Elmer H., Principal, Central High School, Charlotte, N. C. (1944)

* Deceased.

*Jack, William B., Superintendent of Schools, Portland, Maine
Joynes, Mrs. Edith B., Principal, Robert Gatewood School, Norfolk, Va. (1943)
Phillips, L. V., Principal, Lincoln High School, Vincennes, Ind. (1944)

COMMITTEE ON BYLAWS AND RULES

(Authorized by Bylaws)

Sohl, Charles E., Chairman; Principal, Glenside-Weldon Junior High School, Glenside, Pa. (1943)
Adair, Cornelia S., 3208 Hawthorne Ave., Richmond, Va. (1944)

Read, Faye, 131 Vernon Ave., Pueblo, Colo. (1942)
Rusinko, John, South High School, Minneapolis, Minn. (1946)
Samuelson, Agnes, Secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines, Iowa (1945)

¹ Only members of core committees are listed in most cases.

COMMITTEE ON COOPERATIVES

(Authorized by Representative Assembly)

Clark, Harold F., Chairman; Professor of Education, Teachers College, Columbia University, New York, N. Y.
 Bostrom, R. O., State Department of Public Instruction, Bismarck, N. Dak.

Ihlenfeldt, R. S., State Department of Public Instruction, Capitol Building, Madison, Wis.
 Lull, Herbert G., Head, Department of Education; Director of Teacher Training, State Teachers College, Emporia, Kans.
 Tobias, Edna, Box 542, Hardin, Mont.

COMMITTEE ON CREDENTIALS

Denver Convention

Templeman, Harold, Chairman; Franklin School, 420-18th St., N. E., Cedar Rapids, Iowa.
 Dake, Mrs. Hazel, Elementary Teacher, 20 Kent Park, Rochester, N. Y.
 Hart, Herschel, 4214 Greenbrier Rd., Long Beach, Calif.
 Peterson, Herbert R., East Junior High School, Duluth, Minn.
 Schaeber, Anna, 517 East Ninth, Pawhuska, Okla.

Anderson, T. C., Superintendent of Schools, South Norfolk, Va.
 Bachelor, A. H., Superintendent of Schools, Lovelocks, Nev.
 Bachman, Sophie, Principal, Detroit, Mich.
 Barnes, Gladys, Rural Elementary Teacher, Country Home Estates, Spokane, Wash.
 Bralske, Louise, Teacher, Woodrow Wilson Junior High School, Sioux City, Iowa.
 Casey, Margaret E., West Senior High School, Pawtucket, R. I.
 Caywood, J. A., Superintendent, Kenton County Schools, Covington, Ky.
 Chenny, C. O., Principal, Technical High School, Atlanta, Ga.
 Clopton, C. D., Principal, High School, Haven, Kans.
 Connell, Joanna Z., Teacher, Lawrence School, South Boston, Mass.
 Cooper, A. H., State Teachers College, Maryville, Mo.
 Culver, J. R., Superintendent of Schools, Stanford, Mont.
 Davis, Mrs. Clara W., Assistant Principal, Washington Junior High School, Tampa, Fla.
 Eltinge, Mrs. Ann D., Teacher, Hindley School, Darien, Conn.
 Ginn, Carl, Principal, Smiley Jr. High School, 414 Fourteenth St., Denver, Colo.
 Haas, Mrs. Frances, Principal, Curtis-Hyde Elementary School, Washington, D. C.
 Haigwood, Marie, Elementary Teacher, Kannapolis, N. C.
 Harlan, W. L., 508 West Carson St., Pocatello, Idaho.
 Hayes, Maude, Principal, Centennial School, Little Rock, Ark.

Kerney, O. C., Secretary, Wyoming Education Association, Newcastle, Wyo.
 Kuhn, E. G., Superintendent of Schools, Grafton, W. Va.
 Ladd, Harlan, A., Superintendent of Schools, Bath, Maine.
 Lawler, Nell, Mississippi State College for Women, Columbus, Miss.
 Livingston, Glenn H., 920 Park St., Van Wert, Ohio.
 Marsland, Mrs. Sadie E., Teacher, Honolulu, T. H.
 Mattley, Mary, Principal, Junior High School, Pendleton, Oreg.
 Parker, Clyde, Superintendent of Schools, Washington, Ind.
 Pearce, Milton O., 5004 Griscom St., Philadelphia, Pa.
 Peterson, Margaret, Lennox, S. Dak.
 Prince, Tom C., Superintendent of Schools, Knoxville, Tenn.
 Ramke, Elise, 4425 Hueco, El Paso, Texas.
 Rost, Edna, Fargo, N. Dak.
 Sahn, Mrs. Zell, Teacher, Technical High School, Omaha, Nebr.
 Scott, Helen E., Elementary Supervisor, Springfield, Vt.
 Shields, Richard A., Superintendent of Schools, Lewes, Del.
 Soule, Howard, Principal, Osborn School, Phoenix, Ariz.
 Stefanelli, Josephine, 213 Mt. Prospect Ave., Newark, N. J.
 Stoughton, Carroll, Headmaster, Lancaster High School, Lancaster, N. H.
 Stuller, E. H., Principal, Montefiore School, Chicago, Ill.
 Thompson, J. B., Parish Superintendent of Education, Richland Parish, Rayville, La.
 Watkins, T. D., Superintendent of Schools, Seneca, S. C.
 Wiggins, Francis T., Principal, Washington School, Ogden, Utah.
 Wiley, Tom, Route 3, Box 520, Albuquerque, N. Mex.
 Williams, M. J. D., Principal, Elementary Schools, Birmingham, Ala.
 Zellmer, A. W., Principal, Wood County Normal School, Wisconsin Rapids, Wis.

COMMITTEE ON CREDIT UNIONS

(Authorized by Representative Assembly)

Pinkney, Leslie A., Chairman; Business Manager, Teachers' Credit Union, 340 S. Lawn St., Kansas City, Mo.
 Gudmundson, G. G., Treasurer, Union County Teachers Federation Credit Union, 160 Lincoln Ave. East, Roselle Park, N. J.
 Howard, Marie R., Rhode Island Institute of Instruction, Providence, R. I.

Moran, James E., National Director, Connecticut Credit Union League, Box 1121, Waterbury, Conn.
 Wilson, Miss Linnie B., Treasurer, Tulsa Teachers' Credit Union, Masonic Temple Bldg., Tulsa, Okla.

EDUCATIONAL POLICIES COMMISSION

(A Joint Commission of the National Education Association and the American Association of School Administrators)

Stoddard, A. J., Chairman; Superintendent of Schools, Philadelphia, Pa.
Carr, William G., Secretary; 1201 Sixteenth St., N. W., Washington, D. C.

Appointed Members

Conant, J. B., President, Harvard University, Cambridge, Mass. (1944)
Counts, George S., Teachers College, Columbia University, New York, N. Y. (1942)
Day, Edmund E., President, Cornell University, Ithaca, N. Y. (1944)
Edmonson, J. B., Dean, School of Education, University of Michigan, Ann Arbor, Mich. (1942)
Glenn, C. B., Superintendent of Schools, Birmingham, Ala. (1944)
Hall, Sidney B., Professor of Education, George Washington University, Washington, D. C. (1944)
Hunter, Frederick M., Chancellor, Oregon State System of Higher Education, Eugene, Oreg. (1943)
Norton, John K., Teachers College, Columbia University, New York, N. Y. (1943)
Samuelson, Agnes, Executive Secretary, Iowa State Teachers Association, 415 Shops Bldg., Des Moines, Iowa (1942)
Sexson, John A., Superintendent of Schools, Pasadena, Calif. (1942)

Strayer, George D., Teachers College, Columbia University, New York, N. Y. (1944)
Tarbell, Emily A., 235 Glenwood Ave., Syracuse, N. Y. (1943)

Ex Officio Members

Anderson, Homer W., President, American Association of School Administrators, Superintendent of Schools, St. Louis, Mo.
Anthony, Katy V., President, Department of Classroom Teachers, National Education Association, Gresham Court, 1030 W. Franklin St., Richmond, Va.
Dahl, Myrtle Hooper, President, National Education Association, 312 S. Eighth St., Minneapolis, Minn.
Givens, Willard E., Executive Secretary, National Education Association, Washington, D. C.
Shankland, S. D., Executive Secretary, American Association of School Administrators, Washington, D. C.

Advisory Members

Studebaker, J. W., United States Commissioner of Education, Washington, D. C.
Zook, George F., President, American Council on Education, Washington, D. C.

COMMITTEE ON ELECTIONS

(Authorized by Representative Assembly)

Keith, Everett, Chairman; Executive Secretary, Missouri State Teachers Association, Teachers Bldg., Columbia, Mo.
Caldwell, Mrs. Sarah C., Garfield High School, Akron, Ohio
Divine, Roscoe, 709 S. Detroit, Tulsa, Okla.
Heinisch, Frank, Executive Secretary, Omaha Teachers Forum, Omaha, Nebr.

Murray, L. C., Superintendent of Schools, Aitkin, Minn.
Roth, Friedrich, 133 Palm St., Bridgeport, Conn.
Thompson, Charlotte, 2730 S. Humboldt St., Englewood, Colo.

COMMITTEE ON EQUAL OPPORTUNITY

(Authorized by Representative Assembly)

Hunt, R. L., Chairman; State Teachers College, Silver City, N. Mex.
Bingham, Mrs. Eloise, Illinois Education Association, 100 E. Edwards, Springfield, Ill.

Bradley, Helen, 2401 Salutaris Ave., Cincinnati, Ohio
Lively, Mrs. Emery, 2900 Prytania St., New Orleans, La.
Templeman, Harold, 420 Eighteenth St., N. E., Cedar Rapids, Iowa

COMMITTEE ON INTERNATIONAL RELATIONS

(Authorized by Representative Assembly)

Cherrington, Ben M., Chairman; University of Denver, Denver, Colo.
Anderson, Rachel E., Andrew Jackson High School, St. Albans, Long Island, N. Y.
Holland, Kenneth, Office of Emergency Management, Washington, D. C.

James, Mrs. May Hall, New Haven State Teachers College, New Haven, Conn.
Woodward, Annie C., 78 Highland Ave., Somerville, Mass.

LEGISLATIVE COMMISSION

(Authorized by Representative Assembly)

Ivy, H. M., Chairman; Superintendent of Schools, Meridian, Miss.

*Graham, Ben G., Superintendent of Schools, Pittsburgh, Pa.

King, Lloyd W., State Superintendent of Public Instruction, Jefferson City, Mo.

Maehling, Hilda, McLean Junior High School, Terre Haute, Ind.

Raines, Ona C., 1631 E. Fourth St., Tulsa, Okla.

Taylor, Milton B., Executive Secretary, Utah Education Association, Room 316 Beneficial Life Insurance Bldg., Salt Lake City, Utah

Wells, J. A., Superintendent, Fulton County Schools, Atlanta, Ga.

* Deceased.

JOINT COMMISSION ON EDUCATION AND RESOURCES

(Special Committee)

Representing National Education Association

Givens, Willard E., Executive Secretary, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.

Odum, Howard, University of North Carolina, Chapel Hill, N. C.

West, Ruth, Lewis and Clark High School, Spokane, Wash.

Wilbur, Ray Lyman, Chancellor, Stanford University, Stanford University, Calif.

Representing Progressive Education Association

Hanna, Paul R., Chairman; Stanford University, Stanford University, Calif.

Cushman, C. L., American Council on Education, 744 Jackson Pl., Washington, D. C.

Mumford, Lewis, 243 Cumberland St., Brooklyn, N. Y.

Redefer Frederick, Director, Progressive Education Association, 221 W. 57th St., New York, N. Y.

Joint Appointees

Hand, Harold, University of Maryland, College Park, Md.

Studebaker, J. W., United States Commissioner of Education, Washington, D. C.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND AMERICAN LEGION

(Authorized by Representative Assembly)

Representing National Education Association

Dienst, Charles F., Chairman; Deputy State Superintendent of Public Instruction, Lincoln, Nebr.

Cram, Fred D., Iowa State Teachers College, Cedar Falls, Iowa

Huxtable, R. B., 2221 Moreno Drive, Los Angeles, Calif.

Todd, Glenn W., President, Lewiston State Normal School, Lewiston, Idaho

Representing American Legion

Allen, C. Richard, 528 Cooper St., Camden, N. J.

Estabrook, Frank, Dewey-Scales Bldg., Nampa, Idaho

Sullivan, Frank T., 809 Indiana St., Lawrence, Kans.

Twomey, J. J., Court House, Lawrence, Mass.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION

(Special Committee)

Representing National Education Association

Lathrop, Edith A., Chairman; United States Office of Education, Washington, D. C.

Carleton, Mary E., 504 University Ave., S. E., Minneapolis, Minn.

English, Mildred, Georgia State College for Women, Milledgeville, Ga.

Johnson, B. Lamar, Stephens College, Columbia, Mo.

Stouffer, S. M., c/o Public Schools, Wilmington, Del.

Representing American Library Association

Clark, Helen M., Vicechairman; State Library, Lansing, Mich.

Cleaveland, Margaret, John Adams High School Branch, Public Library, Cleveland, Ohio

Dickinson, Charles W., Jr., State Board of Education, Richmond, Va.

Farr, Helen, Free Library, Madison, Wis.

Nourse, Louis M., Public Library, Kansas City, Mo.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION

(Authorized by Representative Assembly)

Representing National Education Association

Wilson, Charles C., Chairman; Teachers College, Columbia University, New York, N. Y. (1944)
Duggan, Anne S., Texas State College for Women, Denton, Texas (1945)
Neilson, N. P., Executive Secretary, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N. W., Washington, D. C. (1946)
Shaw, Fannie B., State Health Supervisor, National Youth Administration, Jacksonville, Fla. (1942)

Stoddard, George D., Director, Iowa Child Welfare Research Station, State University of Iowa, Iowa City, Iowa (1943)

Representing American Medical Association

Bauer, W. W., Director, Bureau of Health Education, American Medical Association, 535 N. Dearborn St., Chicago, Ill.
Chesley, Arthur J., Minnesota Department of Health, St. Paul, Minn.
Giddings, Charles G., Jr., 478 Peachtree St., N. E., Atlanta, Ga.
Lyon, George M., Huntington, W. Va.
Rice, Thurman B., 3167 N. Delaware St., Indianapolis, Ind.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN TEACHERS ASSOCIATION

(Authorized by Representative Assembly)

Representing National Education Association

Smith, S. L., Chairman; George Peabody College for Teachers, Nashville, Tenn.
Easom, P. H., State Agent for Negro Schools, State Department of Education, Jackson, Miss.
Newbold, N. C., State Department of Education, Raleigh, N. C.
Wilkinson, Garnet C., First Assistant Superintendent of Schools, Washington, D. C.
Williams, Fannie C., 1633 St. Bernard Ave., New Orleans, La.

Representing American Teachers Association

Batey, Mrs. Eva, 23 N. Ohio Ave., Atlantic City, N. J.
Brodhead, John H., 1239 N. 57th St., Philadelphia, Pa.
Caliver, Ambrose, U. S. Office of Education, Washington, D. C.
Trenholm, H. Councill, State Teachers College, Montgomery, Ala.
Williams, Mary L., 1011 Second Ave., Charleston, W. Va.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

(Authorized by Representative Assembly)

Representing National Education Association

Samuelson, Agnes, Chairman; 415 Shops Bldg., Des Moines, Iowa (1942)
Barnes, Lorine, 1260 S. Twenty-Second St., Birmingham, Ala. (1944)
Irons, Ralph, Superintendent of Schools, Evansville, Ind. (1943)

Representing National Congress of Parents and Teachers

Hastings, Mrs. W. A., 2241 Hollister Ave., Madison, Wis.
Kletzer, Mrs. William, President, National Congress of Parents and Teachers, 3146 N. E. Tenth Ave., Portland, Oreg.
Lytle, Mrs. James K., Member, Board of Education, 1122 Magnolia, Los Angeles, Calif.

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THRU EDUCATION

(Authorized by Representative Assembly)

Myers, Alonzo F., Chairman; School of Education, New York University, New York, N. Y.
Barnes, Mrs. Mary D., Vicechairman; 223 Summit Rd., Elizabeth, N. J.
DuShane, Donald, Secretary; 1201 Sixteenth St., N. W., Washington, D. C.
Dahl, Mrs. Myrtle Hooper, 312 S. Eighth St., Minneapolis, Minn.
Frank, Kate, 222 N. Seventeenth St., Muskogee, Okla.

Givens, Willard E., Executive Secretary, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.
Graham, Frank P., President, University of North Carolina, Chapel Hill, N. C.
Law, Frederick Houk, 472 Argyle Rd., Brooklyn, N. Y.
Melby, Ernest O., President, Montana State University, Missoula, Mont.
Pratt, Orville C., Superintendent of Schools, Spokane, Wash.
Saunders, Joseph H., Superintendent of Schools, Newport News, Va.

NATIONAL COMMITTEE ON EDUCATION AND DEFENSE

(Sponsored jointly by NEA and American Council on Education)

(This Committee is composed of representatives of sixty national educational organizations)

Executive Committee

Givens, Willard E., Co-Chairman; Executive Secretary, National Education Association, 1201 Sixteenth St., N. W., Washington, D. C.
 Zook, George F., Co-Chairman; President, American Council on Education, 744 Jackson Pl., N. W., Washington, D. C.
 Dennis, L. H., Secretary; Executive Secretary, American Vocational Association, 1010 Vermont Ave., N. W., Washington, D. C.
 Bishop F. L., University of Pittsburgh, Pittsburgh, Pa.
 Bowman, Isaiah, Johns Hopkins University, Baltimore, Md.
 Cartwright, Morse A., 525 West 120th St., New York, N. Y.
 Chase, Francis S., Secretary, Virginia Education Association, 401 N. Ninth St., Richmond, Va.

Dykstra, Clarence, University of Wisconsin, Madison, Wis.
 Elicker, Paul E., 1201 Sixteenth St., N. W., Washington, D. C.
 Glass, Meta, Sweet Briar College, Sweet Briar, Va.
 Grace, Alonzo G., State Commissioner of Education, Hartford, Conn.
 *Graham, Ben G., Superintendent of Schools, Pittsburgh, Pa.
 Hunt, Charles W., State Normal School, Oneonta, N. Y.
 Johnson, George, 1312 Massachusetts Ave., N. W., Washington, D. C.
 Johnson, Mordecai W., Howard University, Washington, D. C.
 Redefor, Frederick L., 221 W. 57th St., New York, N. Y.
 Snively, Guy E., 19 West Forty-Fourth St., New York, N. Y.
 Walton, T. O., A. & M. College of Texas, College Station, Texas

* Deceased.

NATIONAL COUNCIL ON TEACHER RETIREMENT OF THE NEA

(Formed by the merging of the Committee on Retirement Allowances of the NEA and the National Council of Teachers' Retirement Systems)

Rogers, P. C., Chairman; Secretary-Treasurer, Teachers' Retirement System of Louisiana, 418 Florida St., Baton Rouge, La.
 Shambach, J. Y., Vicechairman; Deputy Secretary, Pennsylvania Public School Employees Retirement Board, 450 Education Bldg., Harrisburg, Pa.
 Roch, Jennie, Secretary-Treasurer; Secretary-Treasurer, New Orleans Teacher Retirement System, 703 Carondelet St., New Orleans, La.

Brown, Daisy, Executive Committee; Executive Secretary, State Teachers Retirement Fund, 630 State Office Bldg., St. Paul, Minn.
 Burrus, L. D., Executive Committee; Secretary-Manager, State of Washington Teachers' Retirement Fund, Old Capitol Bldg., Olympia, Wash.
 Congdon, Randolph C., Executive Committee; Executive Secretary, New York State Teachers Retirement Board, 152 Washington Ave., Albany, N. Y.

Loining, Carl, Executive Committee; Secretary, Duluth Teachers Retirement Fund Association, Board of Education, Administration Bldg., Duluth, Minn.

COMMITTEE ON NECROLOGY

(Authorized by Bylaws)

White, Frank S., Chairman; Fairmont State Teachers College, Fairmont, W. Va.
 Ballard, Doris, Box 412, Pratt, Kans.
 Barrows, Max, State Supervisor of High Schools, Montpelier, Vt.
 Burgoon, A. L., Diamondville, Wyo.
 Burkhard, Russell V., Principal, Day Junior High School, Newton Center, Mass.
 Burnett, Marguerite H., Board of Education, Wilmington, Del.
 Carlson, G. E., Professor of Education, Augustana College, Sioux Falls, S. Dak.
 Carter, Bertha, 310 West Seventh, Lexington, Nebr.
 Clauss, E. D., 1818 Chew St., Allentown, Pa.
 Dahl, Signa, Hardin, Mont.
 Daily, L. Mae, Aldrich High School, Warwick, R. I.
 Dickinson, Mary Waller, 607 Prince St., Alexandria, Va.

Duvall, Leo, 326 North Reginald, Dearborn, Mich.
 Dyar, Esther Scott, Weiser, Idaho
 Erickson, Everett R., Head, Department of Education, University of Alaska, College, Alaska
 Feirer, Mrs. Mildred, 1227 Pensacola St., Honolulu, T. H.
 Flick, Theona, 4105 Brooklyn, Seattle, Wash.
 Follis, Hattie, Principal, Baker School, Birmingham, Ala.
 Franklin, Doris, Windham, Conn.
 Garrett, Elton, Principal, Public Schools, Boulder City, Nev.
 Graham, Weltha Ann, 395 N. Third Ave., Phoenix, Ariz.
 Hanley, Agnes, 8015 Plum St., New Orleans, La.
 Holland, Miss Laney, Professor of Elementary Education, Mississippi State College for Women, Columbus, Miss.

Howell, C. M., Secretary, Oklahoma Education Association, 316 Key Bldg., Oklahoma City, Okla.
 Johnson, H. Gudwin, Washington High School, Milwaukee, Wis.
 Jones, Chester, East High School, Des Moines, Iowa
 Julian, Roy B., Superintendent of Schools, Valparaiso, Ind.
 Layton, C. M., Superintendent of Schools, Wooster, Ohio
 McCracken, Elliott, 262 Hargadine St., Ashland, Oreg.
 McCurdy, M. E., Secretary, North Dakota Education Association, 525-6 de Lendrecie Bldg., Fargo, N. Dak.
 Maywalt, Dorothy, Viceprincipal, West High School, Auburn, N. Y.
 Miller, J. Cloyd, Superintendent of Schools, Deming, N. Mex.
 Mueller, Elmer A., Technical High School, Virginia, Minn.
 Nash, Mary, 210 Chestnut, Trinidad, Colo.
 Packard, Everett, Gorham Normal School, Gorham, Maine
 Payne, John C., Principal, Cook School, Washington, D. C.

Perkins, Ethel, Box 49, Lexington, N. C.
 Powell, L. R., 116 North Bellevue St., Memphis, Tenn.
 Reavis, Fern, 3834 Mersington, Kansas City, Mo.
 Rozzell, Mrs. Forrest, Pulaski County Insurance Bldg., Little Rock, Ark.
 Smith, Mark, Alturas, Calif.
 Stallings, Lila, 1017 Egmont St., Brunswick, Ga.
 Taylor, Milton B., Secretary, Utah Education Association, 316 Beneficial Life Insurance Bldg., Salt Lake City, Utah
 Temple, H. V., Principal, Henry Clay High School, Shelbyville, Ky.
 Thompson, Doris, 610 N. 32d, Waco, Texas
 Tidwell, Ruth, 58 Fenway, Suite 6, Tampa, Fla.
 Weldon, W. H., Superintendent, Sharon Schools, Abbeville, S. C.
 Wieland, John A., State Superintendent of Public Instruction, Springfield, Ill.
 Wood, Mrs. Anne S., 18 S. Fredericksburg Ave., Ventnor City, N. J.
 Young, Lloyd P., President, State Teachers College, Keene, N. H.

COMMITTEE ON NEW VOTER PREPARATION AND RECOGNITION

(Authorized by Representative Assembly)

Bonar, Hugh S., Chairman; Superintendent of Schools, Manitowoc, Wis.
 Batdorf, Lucile, 2445 Russell St., Berkeley, Calif.
 Campbell, D. S., President, Florida State College for Women, Tallahassee, Fla.

Cyr, Frank W., Associate Director, National Citizenship Education Program, New Interior Bldg., Washington, D. C.
 Van Buskirk, D. A., Superintendent of Schools, Hastings, Mich.

COMMISSION ON PROFESSIONAL ETHICS

(Authorized by Representative Assembly)

Lee, J. Murray, Chairman; State College of Washington, Pullman, Wash.
 Briggs, Pearl A., 1718 Seneca St., Buffalo, N. Y.
 Ganoung, R. A., 2333 E. Sixth St., Tucson, Ariz.

Remy, Kathora, 216 Primera Drive, San Antonio, Texas
 Rogers, V. M., Superintendent of Schools, River Forest, Ill.

COMMITTEE ON THE CELEBRATION OF THE 75TH ANNIVERSARY OF THE OFFICE OF EDUCATION

(Special Committee)

Ryan, W. Carson, Chairman; University of North Carolina, Chapel Hill, N. C.
 Claxton, P. P., President, Austin Peay Normal School, Clarksville, Tenn.
 Cutright, Prudence, Assistant Superintendent of Schools, 305 City Hall, Minneapolis, Minn.

Tighe, B. C. B., Principal, Senior High School, Fargo, N. Dak.
 Woodruff, Caroline S., Executive Secretary, Vermont Education Association, Castleton, Vt.

COMMITTEE ON RESOLUTIONS

(Authorized by Bylaws)

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 Dacey, Cecile, Vicechairman; Cooley High School, Detroit, Mich.
 Wilson, Martin, Secretary; 88 Ogden Ave., White Plains, N. Y.
 Andrus, Milton, Superintendent of Schools, McClave, Colo.
 Baumgardner, Erdice, Windsor Elementary School, Omaha, Nebr.

Bertsch, Wilhelmina F., 1181 Clay St., Topeka, Kans.
 Bloom, Velma, P. O. Box 1268, Juneau, Alaska—(on exchange—85 Erie Ave., Newton Highlands, Mass.)
 Boyd, Margaret, 1239 Ridge Ave., Steubenville, Ohio
 Brisbin, Ray, 4402 McPherson, St. Louis, Mo.
 Cave, Shirley, Senior High School, Berlin, N. H.

- Chapel, J. C., 7939 Twenty-Sixth Ave., Kenosha, Wis.
 Decker, Lowell, High School, Rapid City, S. Dak.
 Everly, Hubert V., Viceprincipal, Kalakaua Intermediate School, Honolulu, T. H.
 Floyd, G. C., Director of School Finance, State Department of Education, Little Rock, Ark.
 Frazier, Maude, Superintendent of Schools, Las Vegas, Nev.
 Graves, Mrs. Katherine, 919 L St., N. W., Washington, D. C.
 Gray, Charles H., County Superintendent of Schools, Quincy, Fla.
 Greer, Mrs. Lucille, 311 E. Hazel, Ponca City, Okla.
 Heath, Allan, Superintendent of Schools, Woodstock, Vt.
 Hester, Earl R., Principal, Arcadia High School, Arcadia, La.
 Houston, Gabriel, 111 W. Second St., Clarksdale, Miss.
 Hull, Ida B., Sheridan, Wyo.
 Hunt, R. L., State Teachers College, Silver City, N. Mex.
 Kirby, David, Secretary, State Department of Education, Charleston, W. Va.
 Kriner, Harry, Department of Public Instruction, Harrisburg, Pa.
 LaTourette, Lyman D., Manual Arts High School, Los Angeles, Calif.
 McKinnon, Mrs. Margaret, 804 S. E. Peacock Lane, Portland, Oreg.
 Maehling, Hilda, McLean Junior High School, Terre Haute, Ind.
 Marshall, Mrs. Lila Raines, 1506 W. Cincinnati Ave., San Antonio, Texas
 Miles, Joe, Superintendent of Schools, Sumas, Wash.
 Monts, W. Edward, Superintendent of Schools, Clinton, S. C.
 Moon, Glenn W., 13 Coolidge Ave., Stamford, Conn.
 Nickell, V. L., Superintendent of Schools, Champaign, Ill.
 Norris, Paul B., Supervisor of Rural Education, State Department of Public Instruction, Des Moines, Iowa
 Prescott, Annie, Humes High School, Memphis, Tenn.
 Roche, Mrs. Juliet M., Public School No. 34, Jersey City, N. J.
 Rockett, James F., State Director of Education, State House, Providence, R. I.
 Rusinko, John, South High School, Minneapolis, Minn.
 Skewes, George, Professor of Education, State Teachers College, Mayville, N. Dak.
 Smittle, Ray, Professor of Education, Wayne University, Detroit, Mich.
 Snow, Mrs. Mary L., 94 Pleasant Ave., Portland, Maine
 Snyder, R. H., President, Albion State Normal School, Albion, Idaho
 Stouffer, Samuel M., % Public Schools, Wilmington, Del.
 Swindell, Mrs. Annie H., Dean of Girls, Junior High School, Durham, N. C.
 Tobias, Edna, Box 542, Hardin, Mont.
 Vail, Alice, High School, Tucson, Ariz.
 Wells, Jere A., Superintendent, Fulton County Schools, Atlanta, Ga.
 Wiggins, Francis T., Principal, Washington High School, Ogden, Utah
 Williams, H. E., County Superintendent of Schools, Florence, Ala.
 Willis, N. Elliot, Principal, Junior High School, Winthrop, Mass.
 Wilson, Elsie, 43 Pear Ave., Newport News, Va.

COMMITTEE ON TAX EDUCATION AND SCHOOL FINANCE

(Special Committee)

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 King, LeRoy A., President, State Teachers College, Indiana, Pa.
 Lefkowitz, Abraham, Principal, Samuel J. Tilden High School, Brooklyn, N. Y.
 Sand, Harold J., 305 City Hall, Minneapolis, Minn.
 Wyatt, Robert H., Secretary, Indiana State Teachers Association, 203 Hotel Lincoln, Indianapolis, Ind.

COMMITTEE ON TEACHER PREPARATION AND CERTIFICATION

(Authorized by Representative Assembly)

- MacKay, Jean Armour, Chairman; 121 Highland Ave., Highland Park, Mich.
 Jagers, R. E., State Department of Education, Frankfort, Ky.
 Peik, W. E., University of Minnesota, Minneapolis, Minn.
 Skewes, George, State Teachers College, Mayville, N. Dak.
 Stroh, M. Margaret, Wilson Teachers College, Washington, D. C.

COMMITTEE ON TENURE

(Authorized by Representative Assembly)

- Jelinek, Frances, Chairman; Room 150, Wisconsin Hotel, Milwaukee, Wis.
 Keenan, Robert C., 5516 S. Maplewood Ave., Chicago, Ill.
 Kingan, Constance, Royal Oak High School, Royal Oak, Mich.
 Loomis, Arthur K., Superintendent of Schools, Shaker Heights, Ohio
 O'Connor, Mary Elizabeth, 158 Highland St., Taunton, Mass.

MINUTES OF THE TWENTY-SECOND REPRESENTATIVE ASSEMBLY

Denver, Colorado, June 28-July 2, 1942

First Business Session, Tuesday Morning, June 30, 1942

The president of the National Education Association, *Myrtle Hooper Dahl*, in her capacity as chairman of the session, called the first business session of the Representative Assembly to order at 9:17 Tuesday morning.

President Dahl: I will now declare the eightieth business session of the National Education Association open. We will have the invocation by *The Reverend Benjamin Eitelgeorge* of the University Park Methodist Church, Denver.

(The invocation was given.)

President Dahl: We are starting rather late but if everyone helps I am sure we can expedite matters and move the business along in a hurry. Let us all stand, give the Pledge of Allegiance to the flag, and sing "God Bless America." Our conductor will be *Charles N. Bybee* of North High School, Denver.

(Pledge of Allegiance and mass singing of "God Bless America" followed.)

President Dahl: The gavel that I am using this morning was made and presented to me by a pupil in the senior high school in Tucson, Arizona. The wood in the gavel is native wood of the state of Arizona and it is tipped with native copper. I prize this gavel and I pledged to the students in the high school of Tucson that I would attempt always to use this gavel in justice, sincerity, and integrity and to do with it, by calling together the thinking people of the country, the best we could, as teachers, for America's children. I am happy to use this gavel. *Mr. Ganoung* of Tucson was the teacher of that class.

The first order of business is the report of the Committee on Credentials.

Harold Templeman (Iowa): There are 1186 delegates registered for the convention. I wish to inform you again that the registration for delegates will close at 9:00 A.M. Wednesday. Please do not ask any latecomers to register after that time.

President Dahl: We will now have the report of the Committee on Rules foretelling the rules of procedure for this meeting. The chairman of that Committee is *Charles E. Sohl*, principal, Glenside-Weldon Junior High School, Glenside, Pennsylvania.

Mr. Sohl: I think the most important thing that we have to do is to have a business arrangement, an organization that will facilitate time as much as possible. We have a lot of things to do and the Committee not only asks but begs that you expedite all your matters, lay aside those things which can be laid aside, do the most important things first, and give the most time to those things needing the most consideration.

The rules of procedure for conduct of business are as printed in your *Official Manual* on pages 5 and 6. I shall read them in case someone forgot the *Manual*:

RULES OF PROCEDURE FOR CONDUCT OF BUSINESS IN THE REPRESENTATIVE ASSEMBLY

As Suggested by Committee on Bylaws and Rules

1. Each state delegation shall elect a chairman. In the absence of a delegate only an alternate shall take his place, and when there is more than one alternate of a state or local affiliated association the delegates of that association shall select the alternate to act. (This pertains to the organization of each state delegation, the first step being that each delegation shall elect a chairman.)

2: There shall not be more than one nominating speech and two seconding speeches for any one candidate. Nominating speeches shall be limited to five minutes

and seconding speeches to two minutes each. There may be any number of seconds to nominations as long as there are only two seconding speeches.

3. In all nominations by roll call of states, any two states may exchange their alphabetical positions but no state shall by reason of such change be deprived of its opportunity to nominate or second.

4. No member shall speak in debate more than twice during the same day to the same question, nor longer than five minutes at one time, unless permission is granted by a majority vote of the Representative Assembly at that session.

5. All resolutions and all main motions submitted for consideration shall be in writing and shall be signed by the maker and the seconder. In case a delegate wishes to propose an amendment to the bylaws as provided for by Article XI, Section 1, or to the standing rules as provided for by Article XI, Section 3, the procedure shall be as follows: "The proposed amendment shall be submitted to the Committee on Bylaws and Rules in writing. It shall be in triplicate and signed by a duly accredited delegate as the maker of a main motion and properly seconded. It must be read at a business meeting of the Representative Assembly and shall be printed as read in the convention *Proceedings* and official publications of the Association.

"That all proposed amendments be submitted to the Committee on Bylaws not later than the conclusion of the second business session of the Representative Assembly so that they can be checked and edited if necessary."

6. Resolutions for the Committee on Resolutions must be in the hands of the Committee not later than noon of the second day of the convention, and such notice shall appear in the *Official Manual for Delegates* and announcement be made by the executive secretary on the first and second mornings of the convention.

7. The printed copies of the report of the Committee on Resolutions shall be in the hands of the delegates twenty-four hours before they are voted upon.

8. All morning sessions of the Assembly shall be exclusively business meetings.

9. Voting: "In all voting on proposed amendments to the Charter, Bylaws, and Standing Rules, written ballots shall be used whenever [200] members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least [200] members of the Representative Assembly and filed with the executive secretary, he shall arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot." (See Article XI, Section 2, of the bylaws.)

10. In order to expedite the transaction of business, the *Official Program* shall be the order of the day. The Committee on Bylaws and Rules shall arrange each day the program for the period designated as "unfinished business" or "debate period." Due consideration shall be given to the wishes of each committee chairman and other interested persons in arranging the length of time and the place on the "unfinished business program" of his particular report.

11. There shall be an official parliamentarian to whom questions may be directed thru the presiding officer only.

As a delegate from the state of Pennsylvania, I move the adoption of these rules of procedure.

(The motion was seconded by *L. Frazer Banks*, Alabama, placed before the Assembly for vote, and carried. Report of the Committee on Rules of Procedure declared adopted.)

President Dahl: The next order of business is the adopting of the order of business for these three days as printed in the *Official Program*. What will you do with this request?

(Motion then made by *Joseph H. Saunders*, Virginia, duly seconded and carried, that the program as printed for the business sessions shall be the order of business for this convention.)

President Dahl: The next order of business is the reading of the minutes of the Boston meeting. *Mr. Givens*, as secretary of our Association, will read the minutes.

Secretary Givens: It is in order, if you approve, to give your official approval to the minutes of the Boston meeting as printed and distributed in the *Proceedings*.

(Motion by *William H. Martin*, New York, seconded by *M. D. Collins*, Georgia, and carried, that the reading of the minutes of the Boston meeting be dispensed with, inasmuch as they were printed in the official *Proceedings*.)

President Dahl: The next is the report of the Committee on Bylaws on amendments to the bylaws as proposed. You will find them on page 7 of the *Official Manual for Delegates*.

Mr. Saunders: Before we start on the various and sundry amendments, I would like to have the unanimous consent of this body to propose an amendment to the bylaws which is essential if we are to legally carry on the work of this Association. We came very near not holding this meeting by reason of rulings of the federal government. Should it happen next year that we could not hold a meeting we would probably be without a functioning organization owing to an unfortunate lack in our bylaws.

I have examined our bylaws carefully to see what we could do to carry on the corporation when this emergency arose, and I find that altho in our bylaws we mention an annual meeting twenty-seven times—

President Dahl (interrupting): Just a minute. Because this is not in the printed bylaws, we have to ask for unanimous consent for you to present this amendment.

Mr. Saunders: That is right.

President Dahl: We have just adopted the order of procedure and that would include the printed bylaws, but *Mr. Saunders* has an amendment to the bylaws that has not been printed. He is asking for unanimous consent to present this important bylaw to you for your consideration. Do we have your unanimous consent? Hearing no objection, I declare that he has your unanimous consent.

Mr. Saunders: I started to say that twenty-seven times in these bylaws we mention annual meetings and sixteen times in our Rules of Order we mention an annual business meeting, but not one single time do we say that there shall be an annual meeting of this organization. It is a curious oversight, but it is an oversight and if we had officers going out of office without holding a meeting, the signing of our vouchers and checks representing \$500,000 annually might be illegal.

I wish to offer an amendment to the bylaws asking your unanimous consent for its passage in order to correct this possible legal difficulty that we may run into in the event that this war prevents our meeting next year, or at any other time.

This is the bylaw: If you will refer to page 65, Article VII, Meetings, you will find it reads as follows:

SECTION 1. Stated meeting of the Association, of the National Council of Education, and of all departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instructions of the Board of Directors.

My amendment is to add to that, this, to be known as Article VII, Section 2:

SEC. 2. The corporation shall hold an annual meeting at such time and place as the Board of Directors may designate; provided, however, that during a war emergency disrupting the usual means of transportation, the Board of Directors may postpone the annual meeting until such time as transportation is available. In the event of any such postponement of the annual meeting of the corporation, all officers, boards, councils, commissions, and committees authorized by the bylaws shall remain in office until the close of the next annual meeting of the corporation.

I move the adoption, or upon correction by the parliamentarian, I am asking your unanimous consent to this adoption.

President Dahl: Do we have unanimous consent for the adoption of this amendment? Hearing no objection, I declare the amendment adopted.

Mr. Sohl: May I again ask that we limit discussion to essential features. Time is a valuable element, so let us not confuse issues by being too curious about things that in themselves do not amount to a great deal.

In order to facilitate matters, we are going to take up these articles as follows: We have already passed one amendment. The second one that I would like you to consider is the first portion of the amendment to Article II, Section 1 (b) on page 7 of the *Manual for Delegates*. We cannot take them by Articles because there are too many different issues involved.

(Words or phrases in *ital* are to be added. Words in brackets [] are to be deleted.)

Article II, Section 1 (b), amend as follows:

The Board of Directors shall consist of the president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, and one additional member from each state, territory, or district, to be elected by the Representative Assembly and of all life directors of the National Education Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director, for the term of three years or until their successors are chosen, except that the term of the second director of any state be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year.

Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors.

It is merely giving authority to the state to say which is their first director and which is their second director.

I move the adoption of this amendment.

President Dahl: The amendment referred to is also shown in your *Official Program* on page 7, under Noncontroversial Amendments, and the intent of the amendment is that according to our rules and bylaws, a state having a definite number, which is 20,000 members of the National Education Association, is entitled to two state directors. When a state has that many members and two directors, one shall be designated first director and one shall be designated second.

The chairman of the Committee on Rules moved the adoption of that amendment.

(*Harry V. Holloway*, Delaware, seconded the motion and it was placed before the house and carried with a two-thirds vote of the delegates present.)

Mr. Sohl: The next one we would like to consider is on page 9, Article III, Section 5 (b). This is merely a clarifying amendment. It has absolutely nothing to do with procedures; it does not change a thing; it simply puts in writing what is actually being done.

Article III, Section 5 (b), amend as follows:

At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years, *and two members of the Executive Committee for one year.*

They have been doing that and it is clarifying to have it here. I move the adoption of this amendment.

President Dahl: This one makes the constitution agree with what we have implied was in it. It is nothing new.

(The motion was seconded by *Helen Collins*, Connecticut, placed before the Assembly for vote, and carried with a two-thirds vote.)

Chairman Sohl: The next amendment for consideration is Article II, Section 7, as it appears on page 8, next to the bottom line:

Article II, Section 7, amend as follows:

Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association. [An active member shall be permitted to vote for the election of delegates in but one affiliated local association. For determining the apportionment of delegates, an active member may be counted in two affiliated associations, and one of these shall be the state association.]

The amendment is to remove that portion of the bylaws.

President Dahl: This bylaw has been presented to you by the chairman of the Committee. The intent of the bylaw is this: that in the constitution and bylaws it says any person may be counted twice and may vote twice for a delegate, once must be in the state association meeting and once in whatever type of local you have. In a great many states, including my own, we oftentimes vote more than twice, because we belong to enough organizations that are affiliated to make more than two. We vote in the state, vote in a division of the state, vote in a local. It is confusing and hard to administer and since *Mr. Cram* presented it—and he is a man of few words, but of high integrity—he felt that the thing for educators to do is to take it out of the rules and bylaws and be consistent. That is the intent of this motion.

(The motion for adoption was then made by *Mr. Cram*, Iowa, seconded by *W. W. Trent*, West Virginia, placed before the delegates for vote, and carried with a two-thirds vote.)

Chairman Sohl: The next amendment to be considered is Article II, Section 3. This is at the bottom of page 7 in your *Manual* and at the top of page 8:

Article II, Section 3, amend as follows:

A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National Education Association. All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee.

These applications for affiliation shall be published for three consecutive months in the Journal of the National Education Association prior to the action of the Executive Committee.

President Dahl: This amendment of Article II, Section 3, if adopted, says that any local or any organization that wishes to affiliate with the National Education Association must apply at least three months prior, because the notice that they have applied for affiliation must be published in the *Journal* three months before the request is granted.

(*Milton Pearce*, Pennsylvania, seconded by *Grover Stout*, Michigan, moved the adoption of the proposed amendment.)

Harold W. Smith (Arizona): I see, continuing on the top of page 8, that there is some more to that particular amendment—is that a different topic? It says, in italics: “Provided, however, that any affiliated local association whose membership comprises 100 percent of all the possible members within a district shall be entitled to all privileges of any other affiliated local association without the payment of any fees.”

President Dahl: They are really two different things. That is a separate amendment. In the *Official Program*, on page 7, it was divided.

Howard B. Tuggey (New York): I want to raise the question here whether it is wise for us to prevent an association that wishes aid from the National Education

Association from getting that aid until they have gone thru a waiting period of three months. In these days, especially, there may be groups of people who need our help, who may not now be affiliated. Do we wish to wait three months before we go thru this technicality of receiving them and giving them the help for which they should look to this Association? I speak against the adoption of this particular amendment.

Mrs. Bertha Parks Batt (New Jersey): I would like to know whether this is retroactive.

President Dahl: No, it is not retroactive.

(The motion was placed before the house for vote at this time.)

President Dahl: The Chair is in doubt, but the "ayes" appear to have it.

(A division was called for, a standing vote was called for, roll call of states followed, and result of vote announced as follows: 455 votes for; 498 against.)

President Dahl: Having failed to receive the two-thirds vote necessary for the adoption of the amendment, I declare the amendment lost.

Chairman Sohl: We will continue with Article II, Section 3, second portion of the amendment:

Each affiliated organization shall be designated an affiliated local association. Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be \$5 which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of proceedings, reports of committees, and all bulletins and announcements when issued. *Provided, however, that any affiliated local association whose membership comprises 100 percent of all the possible members within a district shall be entitled to all privileges of any other affiliated local association without the payment of any fees.*

(*Helen Bradley*, Ohio, moved the adoption and asked for the floor. Motion seconded by *Cornelia Adair*, Virginia.)

Miss Bradley: Before I ask for unanimous consent to change the wording of this amendment, because as we explained yesterday it does not say what we had intended that it should say, may I explain that if I am granted this unanimous consent, then it will be followed by a motion to lay this on the table until the next annual meeting. I ask for unanimous consent to change the wording to read as follows:

Provided, however, that any affiliated local association within a state, territory, or district in which the National Education Association membership comprises 100 percent of all the possible members of such administrative unit shall be entitled to all privileges of any other affiliated local association without the payment of any fees.

President Dahl: *Miss Bradley* has asked for unanimous consent to substitute the new wording for the wording of the amendment as presented. Is there any objection? Hearing none, I declare the consent granted.

Miss Bradley: I now move the amendment to Article II, Section 3, the second amendment, as revised by unanimous consent, be laid on the table for the next annual meeting.

(The motion was seconded by *Clyde D. Van Tassel*, Ohio. The president started to place the motion before the Assembly for vote and was interrupted by one of the delegates who asked for the floor. The president was informed by *Parliamentarian Bottolfson* that a motion to lay on the table was not debatable; the motion was then restated, placed before the delegates for vote and carried.)

Chairman Sohl: The next item for consideration is Article II, Section 6, on page 8: Amend by the addition of the following:

Provided, however, that the faculty of an institution of higher learning having less than one hundred [100] teachers, in which members of the student body are preparing for the profession of teaching, may affiliate as a local association of the National Education Association and shall be entitled to one delegate, if a majority of the faculty are members of the National Education Association, provided that the association has not less than twenty [20] members.

Mr. Trent: I move that we lay this amendment on the table.

(The motion was seconded, placed before the house for vote. The Chair was in doubt as to the outcome of the vote, called for a second vote, and declared the motion carried.)

Chairman Sohl: Also to amend Article II, Section 6, as follows: Amend by the addition of the following:

Provided, however, that in sparsely settled areas whose total population does not exceed ten [10] persons per square mile, associations of teachers which affiliate with the National Education Association shall be entitled to one delegate if the association has not less than twenty [20] members and if a majority of them are members of the National Education Association.

Mr. Trent: I move indefinite postponement.

(The motion was seconded by Mr. Collins, placed before the Assembly for vote and carried.)

Chairman Sohl: Now may I have your careful attention to the next proposal. So far the proposals have all been simple issues. The next one will be a little bit more complicated and if you will give your careful attention, I am sure that we will save a lot of time.

We will start with Article II, Section 1 (a) at the top of page 7. Amend as follows:

The officers of said corporation shall be a president, [a first vicepresident,] *twelve* [eleven other] vicepresidents, an executive secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws.

We are going to take these as groups, because the proposer has a motion that she will offer to handle these all together, which I think will be satisfactory to most of us. We will continue. Article II, Section 1 (b)—

President Dahl (interrupting): No, it is not that one—it is Article II, Section 1 (d).

Chairman Sohl: We will go on to Article II, Section 1 (d), the first part of it. Amend as follows:

The Executive Committee shall consist of nine members as follows: The president of the Association, [the junior past-president,] the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and three [two] members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

We will stop there for the moment. Suppose we go over to the bottom of page 8, Article III, Section 1. The amendment is as follows:

The president shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these Bylaws and Standing Rules, and in addition, such duties as usually devolve upon the chief executive of such an association. In the absence of the president, the *ranking* [first] vicepresident *who is present* shall preside, and in the absence of the president and *all vicepresidents* [the first vicepresident] a chairman

pro tempore shall be elected under the direction of the executive secretary of the Association. The president shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the president of the Council and the heads of the several departments, and to make such recommendations in regard to the program of the Council and the several departments as will, in his opinion, promote the interest of the annual meeting. The president shall be a member ex officio of the Board of Trustees and chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as president, he shall *become first vice-president for the ensuing year* [be known as the junior past-president and shall serve on the Executive Committee for the term of one year.]

The next one is Article III, Section 2. Amend by the addition of the following:

[(a) The first vicepresident shall serve as a member of the Executive Committee. In case the office of president becomes vacant, the first vicepresident shall become president and shall assume the duties and authority of the office.]

(b) The [other] vicepresidents *of the Associaton* shall serve as assistants to the president for such services as may be required of them.

We will take it that far.

President Dahl: Frances Jelinek of Wisconsin, who proposed the amendments, has asked for the floor.

Miss Jelinek: The amendments were proposed partly in protest of what seemed to be hasty action. On full consideration, it seems as hasty to try to change the present system after one year. I therefore move the indefinite postponement of this series of amendments.

(The motion was seconded by *H. Gudwin Johnson* of Wisconsin, placed before the Assembly for vote by the president, who declared the Chair in doubt as to the result of the vote. Vote was called for a second time and motion declared carried.)

Chairman Sohl: We are back again to Article II, Section 1 (d), the second portion of this amendment:

The election of the members of the Executive Committee by the Representative Assembly shall be by the Hare System of Proportional Representation. The provisions of this Section shall become effective in the selection of the Executive Committee for the Association year beginning with the close of the convention in 1942.

Miss Jelinek: There seems to be a desire to study this question further. I therefore move to postpone action on this amendment for one year.

(The motion was seconded by *Fred O. Robinson*, Montana, placed before the house of delegates for vote, and carried.)

Chairman Sohl: We are now to the last item to be considered in the form of amendments. This is an amendment to Article II, Section 1 (b):

Any city with a population of 5,000,000 or more maintaining a membership of 2000 or more in the National Education Association shall be entitled to a director on the Board of Directors of that Association.

Alonzo F. Myers (New York): I move the adoption of this amendment.

(Seconded by *Martin Wilson*, New York.)

Mr. Myers: I wish to speak to the amendment.

This amendment is, in the estimation not only of the New York City teachers and delegation but in the estimation of the New York State teachers and delegations to this convention, exceedingly important and in their opinion should be adopted.

I want to try to undo an impression that no doubt was innocently made yesterday when I explained that I was substituting here for *Mrs. Lindlof*. I discovered that some of my friends said, "*Myers* doesn't care whether you pass this or not; he is merely saying what *Mrs. Lindlof* wanted to have him say."

I wish to say for whatever it may be worth that I do sincerely hope that this amendment may be adopted. I realize I must not speak long on this subject. I want to point out to you that New York City teachers do not now, have not for quite a long time, and are not likely to belong to the New York State Teachers Association. I regret that fact. I personally do belong to the New York State Teachers Association. I want to point out that there are in New York City approximately 35,000 teachers, that there are in all of New York State, including New York City, approximately 75,000 teachers. I want to point out that the problems in what we call upstate, meaning all of New York, and the problems of New York City are quite different problems, that consequently and with good spirit on both sides, New York City has organized effectively for action thru the joint committee of teachers organizations; the rest of New York State is organized exceedingly effectively for effective action thru the New York State Teachers Association.

Those two bodies, each having 35,000 and approximately 45,000 teachers, respectively, have learned to work with each other and to cooperate effectively for common action and for legislation. New York City is treated differently by New York State itself in educational matters. New York City has a separate licensing, which it was empowered to have by the State of New York. New York City has any amount of legislation that was enacted for cities of a certain size and therefore not applicable to other cities.

New York City has not had as many NEA members in recent years as it ought to have. New York City perhaps has been too self-contained. New York City has been so well organized, it perhaps felt it did not need much help from the National Education Association.

New York City today is in serious difficulty and those difficulties may communicate themselves to other communities. Thursday of this week the New York City Board of Education meets for the purpose of dismissing forty permanently appointed tenure teachers. New York City is looking to the National Education Association for effective help in preventing that. New York City is more greatly interested in the National Education Association today than it has been in many years. One indication of that interest is the fact that since the end of May 1942 more than 700 new members were added to the NEA from New York City.

This amendment has something wrong with it. The figure is too low. New York City ought not to be entitled to a director with 2000 NEA members. We do not want that figure kept as low as it is and I want to present an amendment to the amendment here that would read as follows: "That such city must have obtained a membership of 4000 by May 1943 and 5000 by May 1944 and thereafter to retain its director." The parliamentarian tells me that is not parliamentary, therefore, I am going to ask that you vote favorably on this amendment in order that we may have a director now for this year, and if you pass that I am going to ask unanimous consent to have this amendment that provides that by 1943 we must have 4000, by 1944 and thereafter, 5000. I shall also, if you pass the amendment, ask unanimous consent to provide against the thing that *Mr. Gayman* pointed out yesterday, and I am grateful to him for having done it, that there might be three directors, which we do not want. That amendment would simply read:

In a state where a city becomes entitled to its own director, the total number of directors from the state shall be limited to two, one to be elected by the delegates from the city, and one by the delegates from the remainder of the state.

I shall ask permission for unanimous consent for those, if you will be good enough to pass this amendment now.

John Rushing (Washington): There are two things I want to point out in connection with this. I have come to feel that there is an attempt on the part of New York State, and I say this with a feeling of goodwill toward them, for the National Education Association to settle some of their own difficulties. I think they should get together on that themselves. One other thing is this: If the 2000 membership is wrong, I am sure that the 5,000,000 figure is wrong, because any group of people, be it 250,000, who would have 4000 or 5000 members of the NEA, would be more entitled to a director than would a city of 5,000,000 having that many, because of their greater interest. Those are the two points I want to emphasize, and as it now stands I am definitely opposed to this amendment.

Mrs. Marguerite Welch (New York): As a director of the National Education Association of the State of New York, I want to say that our delegation is in favor of the proposal as made.

Ira D. Lucal (Ohio): There was a convention in New York several years ago. At that time New York City wanted an amendment that if it would state 20,000 required members or a gain of 20,000 members, it could have two directors. That was the New York City "Munich"—they wanted no further concessions. They assured us that all was harmony between New York State and New York City and if they had two directors, one of them would be allotted to the city. They have that amendment, they have 80,400 teachers in New York State, according to the *Secretary's Report*, 18 percent membership. It will take little effort to raise the membership to 20,000. As the gentleman preceding me said, this is special legislation for New York City. Let us defeat it; let us challenge them to increase their membership. The National Education Association will help New York City in its hour of need whether it has one director or two.

Kenneth R. Brown (California): The gentleman yesterday and today called our attention to the fact that our constitution already provides a means whereby the City of New York can have a director. If the City of New York will increase its membership proportionately as it should, the State of New York would have two directors, and if there is no friction between the State of New York and the City of New York, as has been represented to us, there is no reason why those two sections of New York could not agree, each one of them, to have one of those directors. It is not necessary to make that change in the constitution in order for New York State and New York City to each have a director.

The second point is this: Coming as I do from a section of California which is out in the sticks—we do not compete with the large cities—I see this danger in it: I think it is unwise to open the way for large cities to organize themselves as city directors in our National Education Association and by doing so sidetrack our state associations. I think in doing that we are going to break down the strength of our state associations and break down the strength of our whole educational program.

Mr. Wilson (New York): As the one who has headed the campaign the last two months to try to increase the membership of the National Education Association in New York City, I want to say that I do not think some of the people who have spoken here and some of the rest of you quite appreciate the problem that we face in New York. Last evening I had occasion to talk to a member of the California delegation about this and I pointed out that our elementary principals, for instance, get \$7000 a year. She was astounded. Our high-school teachers get \$4500 a year. It is a different thing to convince them that the National Education Association can do a whole lot more for them than someone who does not have those salaries, someone who does not have the retirement privileges and various other things that we have. It is a difficult problem and I do not think some of you people quite realize it.

I have tried to get the National Education Association interested in New York. I think I was the one who asked them to appear at the budget hearing, or rather at the hearing of the board of education. All we are asking is that you help the

National Education Association. We are governed in life by what we feel. There are people in New York City who are interested in the National Education Association, who think that this motion would help us; they are people of power, they are people of influence. As long as they believe that, it will help the National Education Association if you pass that. That is what I am pleading for—that you do not turn down the National Education Association here today. I am out to boost it in New York City, and some of you, I fear, are out to turn it down on what seems to you just grounds, but which to me looks somewhat like technicalities.

We will do the best we can; we have it up to practically 3000 now. I am sure that whoever is elected director can get it up to 5000, and may I call your attention to the fact that already we have a higher percent of members in the National Education Association in this city than have a number of other states. I have in my hand the latest report of the membership as it is on a percentage basis, which shows that the figure we are setting, 5000, which we will have to reach by 1944, is higher on the percentage basis than is the figure of eighteen states. I plead with you for the National Education Association to vote for this amendment and let us have the pettiness and bickering go.

H. E. Gayman (Pennsylvania): I speak on this amendment without any personal feeling toward anyone in New York City or anyone in New York State. I speak to it entirely on the basis of the principle, whether or not this Delegate Assembly should make provisions to meet particular situations.

The question has been made, "Will you turn down the National Education Association?" We will not turn down the National Education Association; we have not turned down the National Education Association; we have rallied to the National Education Association, 20,000 more than thruout the United States. St. Louis rallied to the National Education Association 94 percent of its membership; 8 of the 15 largest cities in the United States have rallied to the National Education Association in percentages ranging from 23.9 to 94 percent and I am sure the question and the issue that was in the minds of many members here when they thought of the National Education Association was not what can I get from the National Education Association but what is my professional obligation as a member of the great profession to a great professional organization.

The question of amending to give New York City a second state director would in reality tend to promote the election of city directors, separate from the National Education Association, separate from this state, and if you fix 5,000,000, if you fix a particular percent situation for a city, that can be modified and modified to meet a particular situation in Chicago or in Los Angeles, or in San Francisco, or in any city of the United States. For that reason, it seems to me it is unfortunate and now may I say, with reference to the 20,000 provision in the constitution, which would permit New York City if its membership campaign increases, as it has so rapidly, having obtained 780 new members since May, that if you leave that in the constitution, then there are eighteen states in the Union who have a possibility of having two state directors also. It seems to me that again purely on the basis that we are in danger, if we adopt these amendments or the amendment itself, of creating a worse situation than now prevails.

Archer L. Burnham (Nebraska): We have only one word to say and that is a word of astonishment that high-school teachers in New York City draw more than any superintendent in Nebraska except three. Our percentage in Nebraska is almost as high. We are one of the eighteen states that was referred to by the gentleman from New York with the low percent. Our teachers draw an average salary, including the superintendents of the cities, of \$829 and yet our percent of increase in membership has been greater than that in New York City. We feel that the National Education Association is an instrument of professional welfare for the whole association and that it is not meant to contribute to any district in any particular fashion. We believe that if New York City is in that exalted position, it ought to help rather than ask for help. We are opposed to the amendment and to get it before the house, I move the previous question.

President Dahl: Mr. Blanchard asked for the floor before Mr. Burnham's motion was seconded, so I will grant the privilege of the floor to Mr. Blanchard.

Harold Blanchard (Indiana): Rather than trying to settle the affairs of New York State here on the floor of the convention, it seems to me that this proposal which is concurred in both by New York City and by upstate New York is an indication that the New York people have already settled their problem and are submitting that settlement to us for approval. Mr. Myers told you that if we would pass the amendment he would ask unanimous consent to increase the number of members required in order to maintain that membership. Such a provision would, if passed, make New York State have enough members of the National Education Association to entitle them to two delegates. If New York State and New York City can agree that one of those delegates shall come from upstate New York and the other from New York City, why should we not concur in that agreement?

I have watched the New York City delegates for the last eight years. I think 1934 was the first time that they attended our convention in any numbers. They are energetic, they are aggressive, they are outspoken; they have been misunderstood by us as a Delegate Assembly because of their enthusiasm. We have regarded their proposals with more emotion than judgment, I believe, and I am willing to agree that I have been one of those people. New York City people, I think we will agree, are somewhat different from other people—they think differently than other people. I am paraphrasing Dr. Judd from last night when I say that we are trying to settle New York City's problem the way we think rather than the way they think, and we do not succeed.

I believe that we have come to the point where if New York State, the city and upstate New York, have agreed on a division of their members of the Board of Directors, that we should concur in that agreement, that we should pass the amendment and thus dispose of this problem finally.

Rachel Evans Anderson (New York): I really think the last speaker has hit the nail on the head. We do not want to be different in New York City, tho our problems are so different, but I would say this—that you are partly responsible for the fact that we seem so different. You do try to solve our problems in your own way. You heard Dr. Judd say that last night—that the United States has determined that, in times past, people must act the way they think they would act under similar conditions. New York City has not been as active in the National Education Association as it would like to be and I do not think you should blame us entirely for it. The speaker who has preceded me has said that the delegation from New York City has been very active thru the years. I want to call your attention to the fact that it is the same people coming here year after year, determining that our 35,000 teachers shall be members of this group. We are getting old and some time we will die off; who, then, is going to ask to bring these two groups together?

This year, for the first time, there has come a magnificent entering wedge in the problem that struck us when dismissal of teachers was threatened. Instantly among certain groups of us it showed that we had now a cudgel in our hands to bring New York City into this great organization. What was the result? We immediately got in contact with the Commission for the Defense of Democracy thru Education; it responded admirably and our teachers were deeply impressed.

The next thing was to send an S.O.S to Miss Jelinek, the chairman of the Committee on Tenure. Immediately we got her response and our teachers are now beginning to feel that while there has not been enough interest in trying to permit us to solve our problems in your great Association you will not force upon us always your own solution, that perhaps we can come a little bit more now and try to melt our problems with yours.

There has been a great change of sentiment in New York City in the last two months. I appeal to this great Representative Assembly to use that change, to make use of that change in sentiment. We do not want to be apart from you, not nearly as much as you think so, but I am greatly alarmed if at this time you do not

realize that there is this change in sentiment. Do you really at this time want to tell a group of 35,000 teachers, when we are willing to come to the extent which we have said, "We are not willing to veer one single line from it. When you are ready to do that, we want you, otherwise nothing." I am pleading to this Assembly that you will hold that in mind as you vote.

President Dahl: We have been discussing the matter now for some twenty minutes. I wonder if you would prefer that *Mr. Myers* make the closing argument? If not, I recognize *Mr. Wilbur*.

Milton J. Wilbur (California): I want to express a word of sympathy with the problems of the State of New York in this matter. We also have certain problems in regard to the large city, our center of population in our state, and the downstate section, rural people. We have great sympathy for the State of New York, and we are anxious to see that New York does succeed in solving its problem. We would like, however, to ask, if the State of New York is granted this privilege, that we in California be assisted in solving our problem by permitting us to have, by changing this amendment to read, "cities of more than 1,500,000 population." I would not be pleading for any special concession whatsoever, I am just pointing out that we do need that help also and I now move the consideration of the previous question.

President Dahl: He has called for the previous question, which takes a two-thirds vote. You are not voting on the amendment—you are voting that you want the question put immediately. All in favor say "aye," opposed, "no." It is carried, two-thirds having voted. I will now put the previous question.

Mary E. McGough (Minnesota): The gentleman who moved the previous question did so at the close of the speech. Is he not therefore out of order in his motion?

(The president and the parliamentarian conferred at this point.)

President Dahl: The parliamentarian's reply to the question was, the motion for the previous motion was made immediately following the speech and the parliamentarian rules that that motion is always in order.

Mr. Blanchard: I move that the vote on this question be by printed ballot. I am making that motion in conformance to the bylaws, which state that if 200 of you stand in support of my motion, it shall be ordered.

(The motion was seconded by *Mr. Myers*.)

President Dahl: It has been moved and seconded that the voting shall be done by ballot, if 200 vote "yes," it is so ordered. All in favor of the motion stand. One hundred and twenty-four voted "yes," therefore the motion is lost. The question now is on the adoption of the amendment. All in favor of the motion as stated, which will grant to New York City the representatives they ask, say "aye," opposed, "no." The Chair declares the motion lost, two-thirds having opposed it. *Mr. Sohl* must make a final motion.

Chairman Sohl: This is purely a business motion and I am asking unanimous consent to offer the following: I move that all other bylaws and rules affected by the amendments passed at this annual meeting be changed to conform therewith. There is nothing added; it simply means to say that your bylaws and rules will be consistent thruout, rather than having something at one point and something different at another. I move the adoption.

(The motion was seconded by *John Rusinko*, Minnesota, and carried.)

President Dahl: The next order of business now is nominations for president, first vicepresident, eleven other vicepresidents, treasurer, two members of the Executive Committee, and nineteen state directors.

We will have a roll call of the states for president first. We will now entertain nominations for president.

(The secretary then called the roll of states as follows:)

Alabama: Alabama yields to South Carolina.

S. David Stoney (South Carolina): South Carolina is proud to introduce *Willis A. Sutton*, past-president of the National Education Association, and superintendent of schools at Atlanta, Georgia.

Mr. Sutton: I stand this morning with one of the happiest privileges in my entire life, to give this organization the opportunity to vote upon the name of a man who has meant as much not only to the South but also to the nation's education as any man it has been my privilege to know in the last twenty-five years. He has always had the best in the chromogens and genes of the system that come from the finest type of ancestry that this country and the whole world has afforded. Mingled with the Huguenots that came to this country to resist religious persecution, flowing in his veins are those elements that come from every section of the United States, and they have blended in him one of the finest examples of executive ability, nobility of character, scholarly attainment, and what we call the American gentleman that I know anything about. His record of service begins with the classroom teacher, where he poured into the lives of the boys and girls in elementary and junior and senior high schools those elements of character that have made them the finest of American citizens.

The greatest compliment I can pay to this gentleman is that in traveling thru South Carolina and Georgia and many states of this Union, at the very mention of *Mr. Flora's* name, boys and girls have commenced to say what he meant to their lives, so I feel that the finest contribution any man could make to education is not so much the positions that he occupies, with reference to education associations, as to the place that he holds in hearts and lives of those with whom he has come in contact. No person means as much in education and none of us have meant as much in education anywhere as we have meant in the classroom. That has been one of the greatest contributions to the life and education of our time.

However, in a local capacity, he has served as chairman of the largest and best committees, and was president of the South Carolina Education Association, one of the great leaders in the yearbook of the American Association of School Administrators, one of the finest state directors, bringing his own association and his own state up in this Association to more than 100 percent increase. He has poured into this Association the finest and best thinking of his time. He has done it all with such modest and becoming grace that he has commended himself to men and to women everywhere.

I have sat in conferences with him thruout the United States on these great problems of federal aid, of defense, in the work of the Educational Policies Commission; I have known him as a director of the South Carolina Association for ten years; I have seen him build its membership 100 percent; I have known him in the Budget Committee, where he has shown for five years in the National Education Association a wisdom and a discretion in dealing with our finances. I have known him as first vicepresident of this National Education Association, and I have known him above every other way as a great friend, as a great leader, as one who believes in democracy in education, who thinks in terms of every teacher and every supervisor, of every administrator. I know of no man who in these perilous times could so weld together all the departments of this Association in a perfect whole for great efficiency as *A. C. Flora*, superintendent of schools of Columbia, South Carolina, who will make this Association as good if not the best president in its history.

Secretary Givens: Alaska (no response); Arizona—

Harold W. Smith (Arizona): It is obvious it would be entirely impossible, would even be impertinent for me to attempt to add anything to the fine nomination address that has been presented here by *Mr. Sutton*. However, I, from Arizona, out in that rough and ready country where men are men and women are able to take care of themselves, do wish to reassure some of my friends from such sections as that, that notwithstanding all *Mr. Sutton* has said, and his reference to *Mr. Flora's* ancestry, which we do not mention in Arizona, *Mr. Flora* is still a wonderfully fine fellow. Arizona is happy to second the nomination of *A. C. Flora* for the presidency of the National Education Association. I think the first time I ever met him was when somebody impertinently nominated me for the Budget Committee and *Mr. Flora* beat me so bad I did not know I was running. I said, "If he can beat me that bad, he must have something!" I solicit your support for him.

Arkansas: Arkansas seconds the nomination of *Mr. Flora*.

Secretary Givens: California (passes); Colorado (passes); Connecticut—Connecticut yields to West Virginia.

Mr. Trent (West Virginia): West Virginia seconds the nomination of *Mr. Flora*.
Delaware: Delaware yields to Illinois.

Lieutenant Harold L. Richards (Illinois): I am happy to present Illinois' candidate, *John W. Thalman* of Waukegan. His qualifications from the record are as follows: NEA activity, Life Member since 1922; schools over which he has had supervision have been 100 percent NEA since 1918; he has been on the NEA Board of Directors since 1934; he has been on the NEA Executive Committee since 1939; he has served on the Legislative Committee of the IEA for eight years; he has served as consultant of the Educational Policies Commission; he has served both as teacher and superintendent in Ohio, Michigan, Missouri, and Illinois. I am trying to point out now his qualifications and his friendship thereby to the classroom teacher. He was chairman of the Teachers' Retirement Committee of Illinois. He raised the teachers' salaries in Waukegan this year when there was pressure to go the other way. He is endorsed by the 44,000 teachers of Illinois, 14,000 of whom are NEA members. He worked for the unity of teachers, principals, and superintendents, for the teachers' welfare. He has strongly supported equality of opportunity for all children, not only in Illinois but in the entire United States.

His personal qualifications are: I have known *Mr. Thalman* for many years and I am not now at this moment supporting him because of any friendship but rather because of his qualifications as a man based upon his record. We are now facing a serious crisis with which you are all familiar; we are in a real life and death struggle between dictatorship, ruthless as it is, and democracy. It is our goal to win this war, and win it we shall! Correlating with that victory, however, is the protection and advancement of all the gains that have been made by and for the classroom teacher. We must continue to support a full educational program. We need a man for that purpose who possesses the qualities that will see that a full educational program is promulgated, that the classroom teachers' rights are protected. We want a man who can be firm when firmness is necessary, a man who can be diplomatic when diplomacy is needed, a man who will protect our children of school age, a man who will protect our classroom teachers. Illinois is certain that it has the man who possesses these qualifications, and it is proud at this time to give to you, this delegate body, *John W. Thalman* of Waukegan, Illinois.

Secretary Givens: District of Columbia (passes); Florida (passes).

(Georgia and Virginia seconded the nomination of *Mr. Flora*.)

Hawaii: Hawaii seconds the nomination of *Mr. Thalman*.

Secretary Givens: Idaho (passes); Indiana (passes); Iowa—

Delegate from Iowa: Iowa seconds the nomination of its neighbor, *Mr. Thalman*.

(*Secretary Givens* then continued the roll call of states. No other candidates were offered. The states of Alabama, Louisiana, Mississippi, North Carolina, Tennessee, and Virginia seconded the nomination of *Mr. Flora*.)

Secretary Givens: The roll is called.

President Dahl: We will now declare the nominations closed for president, the roll having been called, and we will proceed to the nominating of a first vice-president.

Secretary Givens: The roll call now is for nominations of first vicepresident.

(*Secretary Givens* then proceeded to call the roll of states, starting with Alabama, going down the list of states, with no nominations until the state of New Mexico was called upon.)

Tom Wiley (New Mexico): New Mexico presents the name of *R. L. Hunt* as a candidate for first vicepresident of the National Education Association. He is a man whom a good many of you know for his work as secretary and chairman of the Committee on Resolutions and also for his outstanding work as chairman of the Committee on Equal Opportunity. We ask your consideration of this name.

Secretary Givens: (continuing the roll call) New York (no response); North Carolina (no response); North Dakota—

F. Ray Rogers (North Dakota): I would like to direct your attention to the fact that the office of first vicepresident of our great organization carries with it certain responsibilities and privileges which require that we give every due consideration to the person whom we select for that office. North Dakota has never before asked this Assembly of the National Education Association to honor it with one of the higher offices of the National Education Association. North Dakota has no further immediate aspirations beyond that of your consideration of our nominee for first vicepresident.

Last evening one of our speakers would have inferred that North Dakota would have been willing to have settled our relations with Japan by conceding North Dakota to the Japanese. I wish to assure you that our neighbor from Minnesota knows very well the psychology of the mind and the philosophy of the Japanese and Chinese, but he knows little about that of his neighboring state of North Dakota, because the people of North Dakota would not permit such a thing. That is testified by the fact that already large numbers of its youth, boys and girls, are enrolled in the services of our country.

We people from North Dakota wish to go further and present to you the services of one of our great educators from the state of North Dakota. We wish to present to you a man who is well known thruout all the states of the great Northwest, a man who has been an educational leader in the state of North Dakota for years, a man who has been president of our state association, who has for years been the president of our High-School League which controls the athletic and extra-curriculum activities of our state, a man who has been associated with various organizations not only of the National Education Association but also those of others, a man who at the present time holds one of the offices of vicepresident of the National Education Association. It is necessary that we have a man who has certain definite principles, who stands for certain definite things, a man who knows the classroom teacher, his principal, and all the various branches of education. North Dakota nominates *B. C. B. Tighe*, principal of the Senior High School, Fargo.

(The roll call of states was then completed, all the states passing, with the exception of South Dakota and Wisconsin, which seconded the nomination of *Mr. Tighe*.)

Secretary Givens: The roll is called on first vicepresident.

President Dahl: The roll having been called on the nominations for first vicepresident, I will declare the nominations closed and we will proceed with nominations for the eleven vicepresidents.

Secretary Givens: This roll call is by states also. This is the roll call for the eleven vicepresidents: Alabama (passes); Alaska (passes); Arizona—

Robert J. Hannelly (Arizona): The Arizona delegation wishes to place in nomination for one of the vicepresidencies, *Harold W. Smith*. You just heard from *Mr. Smith* a few minutes ago and you are aware of his natural modesty. We cannot promise you a trip to the Grand Canyon, nor can we promise you a box of cactus candy or a small cactus for your garden room, but we can promise you that *Mr. Smith* will not be found wanting if and when the president of the National Education Association decides to give these vicepresidents something to do.

Mr. Smith is now NEA director for Arizona, he has been for five years; he has been a member of the Budget Committee of the NEA for three years; he is a past-president of the Arizona Education Association; and last but not least I should like to say that he served as chairman of the first Tenure Committee in Arizona, when tenure had to be mentioned in a whisper, so it is with great pleasure that I submit the name of *Harold W. Smith*, superintendent of schools at Glendale, Arizona, for one of the vicepresidencies of the National Education Association.

(Roll call of states continued, with Arkansas, California, Colorado, and Connecticut passing. Delaware asked that *Mr. Holloway* be recognized.)

Mr. Holloway (Delaware): Delaware nominates *George R. Miller*, president of the Delaware Education Association, superintendent of schools at Smyrna.

(Roll call continued, District of Columbia passing and Florida yielding to Tennessee.)

R. O. Biggs (Tennessee): Tennessee, as a volunteer state, wishes to place for nomination for one of the vicepresidencies, the name of a young man who has had a wealth of experience—he is in a good many different places thru his own choice—who has been a classroom teacher, an athletic coach and director, elementary- and high-school principal, college instructor, and who is now superintendent of city schools in Knoxville. I present for your consideration and election, the name of *Thomas C. Prince*, who is “a prince of a fellow”! I hope when you come thru Knoxville on your way to the Smoky Mountain National Park, you will stop and visit with one of the vicepresidents!

Secretary Givens: Georgia—

Mr. Collins (Georgia): I wish to nominate a great man with a short speech—*E. R. Moulton*, superintendent of schools, Lyndale, Georgia, one of our finest, most capable, Christian gentlemen, with executive ability and pronounced leadership.

(Roll call continued, with Hawaii passing and Idaho yielding to Oregon.)

Marie A. Lessing (Oregon): Oregon and the states of the entire Pacific Northwest are happy to present a candidate for vicepresident of this great organization, a classroom teacher, a teacher of English in the Junior High School of Pendleton, Oregon. I wish to present the name of *Esther L. Hettinger*, classroom teacher from Pendleton.

(Roll call of states by the secretary continued, with Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, and Montana passing, Nebraska asking for the privilege of the floor.)

John G. Hansen (Nebraska): Nebraska wishes to submit the name of *Archer L. Burnham*, secretary of the Nebraska State Teachers Association, for vicepresident.

Secretary Givens (continuing the roll call): Nevada—

Arthur H. Bachelor (Nevada): Nevada wishes to place in nomination the name of *C. Layton Galbreath*, of McGill, Nevada, who has been one of the directors for several years.

Secretary Givens: New Hampshire (passes); New Mexico (passes); New York (passes); North Carolina (passes); North Dakota (passes); Ohio—

Z. M. Walter (Ohio): Ohio is happy to present the name of *Mrs. Helen W. Gibbs* of Dayton, Ohio, one of your present vicepresidents and a member of the Executive Committee of the Ohio Education Association. Her excellent work, her loyalty, and her devotion to duty make it a pleasure for us to present to you the name of *Mrs. Helen W. Gibbs*.

Secretary Givens: Oklahoma—

D. Edna Chamberlain (Oklahoma): Oklahoma wishes to present the name of *Kate Frank*, of Muskogee.

Secretary Givens: Pennsylvania—

Mr. Pearce (Pennsylvania): Pennsylvania wishes to present the name of *George E. Walk*, for the office of vicepresident. He is the president of the Pennsylvania Education Association, former commissioner of education in the Philippines, and dean of Temple University, Philadelphia.

(The secretary continued the roll call of states, with Puerto Rico, Rhode Island, South Carolina, South Dakota, and Texas passing. Utah requested the privilege of the floor.)

John T. Wahlquist (Utah): I should like to place in nomination *Minnie R. Garff*, a member of the Appraisal Committee of this convention and also a member of the Auditing Committee of the National Education Association, formerly the president of the Salt Lake City Teachers Association.

(Vermont and Virginia passed.)

Mary Bond (Washington): The state of Washington is happy to endorse the candidacy of *Esther Hettinger* of Oregon.

(West Virginia, Wisconsin, and Wyoming passed.)

Secretary Givens: The roll has been called for the eleven vicepresidents.

President Dahl: There is going to be a heated campaign—there are exactly eleven nominees. We will now call the roll for the next office, which is that of treasurer.

Secretary Givens: Alabama—Alabama yields to Ohio.

C. M. Layton (Ohio): I take great personal pleasure, as the teachers of Ohio as a professional group do, in presenting the name of *B. F. Stanton* to succeed himself as treasurer of this Association. *Mr. Stanton* has served the profession in many capacities for sixteen years. He was executive secretary and treasurer of the Northeastern Ohio Teachers Association, the largest local organization of teachers in the world with 16,000 or 17,000 members. For two years he was president of the Ohio Education Association, during the trying years, to us, of 1935 and 1936. He has served the National Education Association for several years as director from Ohio and is now closing his third elective year as treasurer of the National Education Association.

Mr. Stanton is clear and forward looking in his educational thinking, untiring and devoted in his work for the profession. He has exerted and continues to exert a high quality of stable leadership in matters of professional policy. He enjoys the confidence of the leaders of the National Education Association. During his administration as president of the Ohio Education Association, Ohio took a forward step by passing a law providing for equalization of financial support to all the schools of the state. He has led in retirement and tenure campaigns and advances toward teacher welfare and school efficiency. We are not only pleased but proud to commend to you *B. F. Stanton*.

(*Secretary Givens* continued the calling of the roll of states, with Colorado, Connecticut, Georgia, Iowa, Massachusetts, Mississippi, Montana, Nebraska, North Dakota, South Dakota, Texas, West Virginia, and Wisconsin seconding the nomination of *Mr. Stanton*, the rest of the states passing.)

Secretary Givens: The roll is called on the office of treasurer.

President Dahl: Roll having been called, I declare the nominations closed. We will now call for nominations for two members of the Executive Committee.

Secretary Givens: Roll call for members of the Executive Committee: Alabama—Alabama yields to Kentucky.

C. V. Snapp (Kentucky): Kentucky is happy to offer this convention one of its finest outstanding educators. The man we offer this convention has had experience as a classroom teacher, as a principal, and as a superintendent of schools. He has had experience also in educational work in foreign countries, having traveled as a representative of this country to Japan and to Europe. He is a genial gentleman; he is an individual who understands the problems of this Association. He is an individual who has endeared himself to the teachers of Kentucky. Kentucky looks upon *W. P. King* even now as a teacher. We are happy to offer this convention our executive secretary of the Kentucky Education Association, *W. P. King*.

Secretary Givens: Alaska (no response); Arizona—Arizona yields to New York.

John W. Dodd (New York): I have looked forward with a considerable degree of anticipation and pleasure to this meeting of the National Education Association. For some time, in my own state, it has been my privilege to look at members of the Executive Committee of the state with an idea of finding out just what are the qualifications that go with an Executive Committee member.

In the two minutes allotted to me it would be impossible to state those qualifications. However, I think if those qualifications were listed for a state, they would be equally important for the work of this great national organization and on behalf of the teachers of the state of New York, and speaking as its president, this year, at this Association convention, the New York State Teachers Association is proud to present the name *Emily A. Tarbell*. *Miss Tarbell's* record to those

who have known her in her own state has been most outstanding. Locally, she has done everything that a classroom teacher could do for her own city and her own state. *Miss Tarbell's* experience in legislative matters has been outstanding. Of course we have known for some time that her work was not confined to the four walls of a classroom. As you know, she served very well as president of the Department of Classroom Teachers of the National Education Association.

For the past four years, *Miss Tarbell* has been a member of the Educational Policies Commission. She is now serving her second term. I think the greatest teachers of all time have been those who have thrown the light of understanding on the problems of the day and *Emily Tarbell* has for years shown the type of judgment that fits her admirably as a member of the Executive Committee. As a teacher, she believes in this, that teaching is the most exacting in its demands, the most far-reaching in its returns, the biggest, the greatest job in all the world, and when she wears that emblem of the National Education Association, which she does because the National Education Association means something, she reads into it something like this:

Do you ever stop to wonder,
In your daily cares and fun,
What that emblem means out yonder,
In the glare of rising sun?
It means that you have been trusted
With a standard high to bear
And the glory of its teachings
Will be your fondest care
And we pledge ourselves in honor,
As we strive for truth and right
In greater glory steep its keeping
As we pass it on upright.

May I present to you the name of *Emily Tarbell*, the number one teacher in the State of New York—the “E” stands for excellent, the “A” for accomplishment, the “T” for classroom teachers—*Emily A. Tarbell* of Syracuse, New York.

Secretary Givens: Arkansas—Arkansas seconds the nomination of *Mr. King*.

Secretary Givens: California—

Leland Pryor (California): My enthusiasm for the candidate that California wishes to present for this high and important office of member of the Executive Committee has led me to work out quite a speech, but the hour is growing late and it is quite apparent that the members of the Assembly are restless. I wish to call your attention briefly to the fact that these are critical times. Our military leaders are pointing out that if the Axis powers are not defeated in a few months the boys and girls that are now entering their first year of junior high school will probably be the boys and girls who have to win this war for us.

While our nation is in danger, our educational program is also in danger. Those enemies of public education are seizing this as their golden opportunity to make their attack. The boys and girls of the nation are looking to the National Education Association as their saviors and their protectors. You have nominated your officers, but they are going to need the help of experienced and capable Executive Committee members. California wishes to present a man who served as president of the California Teachers Association, southern section, who had an outstanding year as president of that organization, and who for the past three years has served as state director of the National Education Association and who consequently knows the problems of our National Education Association. During that three-year period he has brought our membership up to where we are now on the honor roll of states in National Education Association membership. We present to you the name of *Leonard L. Bowman* of Santa Barbara, California.

Secretary Givens: (continuing the roll call) Colorado—

Delegate from Colorado: Colorado seconds the nomination of *Mr. Bowman*.

Secretary Givens: Connecticut (passes); Delaware—Delaware yields to Massachusetts.

Everett J. McIntosh (Massachusetts): I, too, realize that time is getting late. I do not intend to appeal to your emotions, but I intend to appeal to your good judgment. One year ago today we had the privilege of entertaining this great organization in Massachusetts. The lady whom I am about to nominate for the Executive Committee is one who shared greatly in making your visit there a pleasant one. I am happy to present for your consideration, as a member of the Executive Committee of the National Education Association, *Annie C. Woodward*. Her record is this, briefly: She is a classroom teacher; she has been a director of the Massachusetts Teachers Federation, president of the Massachusetts Teachers Federation for five years; chairman of the Board of Trustees, Massachusetts teachers' official organ of that organization.

Her National Education Association record is: Life Member, former chairman of the International Relations Commission, former member of the Board of Directors, and at the present time she is a member of your Executive Committee.

Many of you know her, and you know of her high standing and ideals. We ask your earnest and sincere consideration for her election to this board.

Secretary Givens: Florida—

Delegate from Florida: Florida seconds the nomination of *Mr. Bowman*.

Secretary Givens: Georgia (passes); Idaho—

Delegate from Idaho: Idaho seconds the nomination of *Mr. King*.

(As the roll call continued, Illinois, Indiana, Iowa, and Kansas passed. Louisiana seconded the nomination of *Miss Tarbell*. Maine and Maryland passed. Michigan seconded the nomination of *Miss Tarbell*. Minnesota passed. Mississippi seconded *Mr. King's* nomination. Missouri, Montana, Nebraska, Nevada, New Hampshire passed.)

Lelia O. Brown (New Jersey): New Jersey is very happy to second the nomination of *Emily Tarbell* of New York. We all know *Emily Tarbell*, but I consider it a special privilege to second her nomination as a teacher in the classroom. I know and have worked with *Miss Tarbell*, as many of you have; I will not stop to enumerate all the committees she has served on, but I would like to say to all of you teachers in the classroom, before you today is the greatest opportunity and privilege; education is the first line of defense and in your classrooms are the boys and girls who will finish this war, make the peace, and decide what kind of a world you want to live in.

I can think of no better person to represent all of us on the Executive Committee of this important body than *Emily Tarbell*, who will bring to it wise judgment built on great experience. It has been said, "To him that hath, it shall be given." I think that meant work and *Emily Tarbell* has never failed to answer that call. New Jersey seconds the nomination of *Emily Tarbell*.

(The roll call by *Secretary Givens* continued, with the following states passing: New Mexico, North Dakota, Oregon, Puerto Rico, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; North Carolina, Oklahoma, Pennsylvania, and Wisconsin seconded the nomination of *Miss Tarbell*; Ohio seconded the nomination of *Mr. Bowman*; and Tennessee, *Mr. King*.)

Secretary Givens: The roll is called on the members of the Executive Committee.

President Dahl: The roll having been called, I declare the nominations closed. There are nineteen states this year that are to elect new state directors. We can dispense with the calling of the roll because that is just a routine matter with each state delegation. If they will hand in the name to the committee, we will not have to take nominations.

The states that passed should have an opportunity to speak. We will give them their chance now.

(The secretary then called the names of states that had yielded to other states in the last nominations called for, but no further nominations were offered. The president then declared the nominations closed.)

President Dahl: We will now have the preliminary report of the Committee on Elections. *Everett Keith*, executive secretary, Missouri State Teachers Association, Columbia, Missouri, is the chairman of that Committee.

Mr. Keith: There are only three statements: time of voting, Thursday, 8:00 A.M. to 3:00 P.M.; place of voting, registration desk, Exhibit Hall; credentials necessary to secure ballot, your official delegate card. Bring your card to the registration desk Thursday to vote.

President Dahl: Is there somebody here to give the preliminary announcement of the Appraisal Committee? (No one appeared.)

We will now have brief reports from those who cannot stay. The first report is that of *L. A. Pechstein*, University of Cincinnati, Cincinnati, Ohio, who will present his report as president of the National Council of Education.

The committee chairmen are making brief reports and I am asking them to stress especially their recommendations. Last summer I think several actions were taken on recommendations that were not quite understood, so each committee chairman is going to especially call your attention to the committee's recommendations.

(*Mr. Pechstein* supplemented the report on page 532 of this volume as follows:)

Mr. Pechstein: The National Council of Education has published its report in the *Secretary's Report*. We there list the projects of your Council during the year. We state that we have carried out under your constitution the task that you have assigned us, our roles are filled, the literature which we have prepared is available by writing me. The formal reports and recommendations have been published in *School and Society*.

Yesterday afternoon we debated to determine our policy on the question of "A Financial Program for Education" during the war, led by *Professor Paul R. Mort*. This afternoon at 2:30 at Trinity Church we debate "Youth and the Future," led by *Harl R. Douglass*.

Strange as it may be, the National Council of Education has no recommendations to you. We would like to be of the greatest service possible, if you call upon us by referring to us any question for study and recommendation. We commend to you the recommendations which you will find published regularly in *School and Society*, the columns of which are open to us thru the kindness of the earlier president of the National Council, *William C. Bagley*. I present this report with the recommendation that it be accepted.

(The motion was seconded by *Mr. Banks*, Alabama, placed before the house and carried.)

President Dahl: We will next have the report of the Committee on New Voter Preparation and Recognition. *Hugh S. Bonar*, superintendent of schools, Manitowoc, Wisconsin, is the chairman of that committee.

(*Mr. Bonar* then read the report which is printed on page 517 of this volume.)

Mr. Bonar: The Committee recommends the adoption of the report.

(Motion seconded by *Mr. Collins*, placed before the body and carried.)

President Dahl: Next is the report of the Committee on Academic Freedom, by the chairman, *William S. Taylor*, University of Kentucky, Lexington, Kentucky.

(*Mr. Taylor* then read the report which is printed on page 515 of this volume.)

Mr. Taylor: I wish to read the recommendations:

1. Members of the Committee for 1942-43 should be appointed by September 1, 1942.
2. The present Committee should continue to serve until the new Committee has been appointed.
3. Members of the Committee should be appointed for three-year terms in order to give continuity to the Committee's work. In order to provide for

overlapping of terms, it is recommended that the terms of two members of the Committee expire in 1943, two in 1944, and the term of the fifth in 1945.

4. The appropriations of the Committee should be increased sufficiently to (a) make possible a full meeting of the Committee each year; and (b) permit the Committee to investigate every case of infringement on academic freedom reported.

I wish to add to these recommendations that the first recommendation may sound to you as if the presidents in the past have not been as prompt as they should have been. May I also say that the appointments were in by September 1, but sometimes they come in later and it makes it a little bit difficult, as you can easily see, for all committee members' terms to expire July 1 each year and there is an interim between the time the terms expire and the new committees go to work; sometimes there are cases reported and no committees to whom they should go. We are recommending that the Committee's four recommendations be approved by the Representative Assembly in the year 1942 and I recommend the adoption of this report.

(Motion to adopt the report was made by *G. C. Birckhead*, Kentucky, seconded by *B. C. B. Tighe*, North Dakota, and carried.)

President Dahl: I am going to call on *Paul R. Hanna*, Stanford University, California, to give the report of the Commission on Education and Resources.

(*Mr. Hanna* then read from the report which is found on page 528 of this volume.)

Mr. Hanna: I recommend that this report be accepted.

(The motion was seconded by *Jennings B. Van Fossen*, California, placed before the Assembly for vote and carried.)

President Dahl: Is *W. Carson Ryan* here? (No.) Next is the report of the Commission on Professional Ethics. *J. Murray Lee*, dean, School of Education, State College of Washington, Pullman, Washington, is the chairman and, in his absence, the report will be given by *R. A. Ganoung*, Tucson, Arizona, a member of the Committee.

(*Mr. Ganoung* supplemented the report on page 529 of this volume as follows:)

Mr. Ganoung: I would like to make one or two remarks, if I may, before I read this report. Do you have any problem that you think this Committee should have? If you will write that problem out and give it to *Mr. Givens*, we will get it later.

I submit the report and move its adoption.

(Motion seconded by *Marguerite Morse*, Florida, placed before the Assembly for vote and carried.)

President Dahl: Is *Mr. Smith* from the George Peabody College for Teachers, Nashville, Tennessee, here? (Not present.) *Mr. Givens* will give the report on the Joint Committee of the NEA and American Teachers Association.

(*Secretary Givens* read the report of the Joint Committee of the NEA and the American Teachers Association, found on page 527 of this volume.)

Secretary Givens: I suggest the acceptance of this report.

(The motion was seconded by *Mr. Collins*, placed before the body for vote, and carried.)

President Dahl: We have now the Committee on Teacher Preparation and Certification. *Jean Armour MacKay*, Highland Park, Michigan, is the chairman.

(*Miss MacKay* supplemented the report on page 522 of this volume as follows:)

Miss MacKay: We have prepared a mimeographed report which can be secured from the office in Washington and I urge that those of you who are interested in the work of this important committee send for that report. I move the adoption of this report.

(Motion seconded by *Mrs. Lottie K. Warmbold*, Minnesota, placed before the delegates for vote and carried.)

President Dahl: Our last report is from the National Committee on Education and Defense. *Mr. Givens* is the co-chairman and will present the report.

(*Secretary Givens* then read the report found on page 523 of this volume.)

Secretary Givens: I move the approval of this report.

(The motion was seconded by *Lena C. Garland*, New York, placed before the house of delegates, and carried.)

President Dahl: Having completed the order of business for today, I declare this session closed.

(The meeting adjourned at 12:21 P.M.)

Second Business Session, Wednesday Morning, July 1, 1942

(*President Dahl* called the delegates to order at 9:20 A.M.)

President Dahl: The invocation will be given by *The Reverend Edgar M. Wahlberg*, Grace Community Methodist Episcopal Church, Denver.

(The invocation was given.)

President Dahl: We will give the Pledge of Allegiance to the flag and sing "America, the Beautiful." The conductor will be *Arthur Cage*, Grant Junior High School, Denver.

(Pledge of Allegiance and mass singing of "America, the Beautiful" followed.)

President Dahl: The first order of business this morning will be a report from the Committee on Bylaws and Rules by the chairman, *Mr. Sohl*.

Mr. Sohl: The Committee on Bylaws and Rules has two important announcements. We would like your undivided attention so that no one is in ignorance. First, all proposed amendments to the bylaws and rules must be in the hands of the Committee on Bylaws and Rules not later than the close of today's business session. If they are not in here at the close of today's session, they may be received only thru the unanimous consent of this body. Second, which is probably more important, today we are going to have a lot of committee reports which will involve the expenditure of money. The acceptance of committee reports does not include approval of any requested appropriations. Such appropriation requests become effective only after specific approval of the Representative Assembly as special items of business and after approval of the Executive Committee. These items of business will be considered by the Representative Assembly at the time of the Budget Committee's report tomorrow. The final approval of the budget by the Representative Assembly shall be by roll call of states. The important feature of that is that we are going to be sure that the money will be available and that these appropriations are specific, so that no person is left uninformed.

President Dahl: The first report to be given this morning is that of the Educational Policies Commission by *William G. Carr*.

Mr. Carr: I shall cover the report of the Educational Policies Commission first by describing the principal activities during the year and then by a brief statement about the plans for the coming year.

During the fiscal year 1941-42, the Educational Policies Commission has endeavored to do three things: first, to promote the widest possible distribution and use of its report entitled *The Education of Free Men in American Democracy*. That has been done in part thru the preparation of a pamphlet, in cooperation with the Oregon Committee for Implementing the Teaching of Democracy, *Calling the Youth of the Nation*, and in part thru the preparation of a pageant suitable for presentation to high-school assemblies, graduation exercises, and similar occasions, and portraying the general ideas contained in the publication. The pageant was worked out in cooperation with the Music Educators National Conference, a department of the National Education Association, and is published and may be obtained for local presentation.

The second main field of activity during the past year has been with reference to the impact of the war on the schools. In November the Commission issued a brief report on *Education and the Morale of a Free People*, indicating the way in which the schools might contribute to the development of a national state of mind marked by confidence and courage, that is, the Commission's definition of morale thru the

schools. Later in the year, shortly after the entry of the United States in the war, the Commission published a document entitled *A War Policy for American Schools*, which outlines the eleven priorities for action by American education in order that the contribution of the schools to victory may be swift and certain. This document has been widely reprinted in practically all the state journals of education and has had a large circulation independently. It was also used in part as the basis for one of the "Town Meeting" broadcasts.

The third main field of activity of the Commission during the past year, and the last that I shall mention, was a continuing study of the development of secondary education in this country. In October 1941 the Commission published a report entitled *The Civilian Conservation Corps, the National Youth Administration, and the Public Schools* in which it was pointed out that certain federal agencies have tended to develop education programs for certain parts of the country.

Finally, I want to tell you about the plans for the coming year. The Commission expects to devote all its present resources, financial and in terms of staff, to the development of further war policies. Many of you heard the announcement by our president regarding the teachers meetings by radio, which is one effort in that direction. Another proposal, which the Commission expects will result in publication by September, is a study of the financing of education in wartime and a brief statement of policy with reference to that subject. Other problems, none of which can be foreseen, will arise regarding the impact of the war on education, and the Commission hopes to devote all its energy and available funds at present to the solution and study of these problems.

The Commission also wishes to follow up its study of the National Youth Administration and the Civilian Conservation Corps by preparing a specific program for the secondary schools of America, whereby all American youth may receive the education service to which they are entitled from about the age of sixteen until they are fully adjusted in work or other adult activities. This program of the Commission is an attempt to work out in the American scene state and local educational systems which will serve the needs of American youth, retain our national ideals of local control of education, and make it unnecessary for federal action to enter into this field.

The Commission is convinced that after the war, if the public schools of America are not prepared to take over the complete and generous education of all youth up to the ages of maturity, other agencies will take over and perhaps should take over that program. The Commission desires, therefore, to prepare such a program in order to meet that crisis. The Commission has pending before the Budget Committee of the National Education Association a request for funds which will make it possible to carry forward that part of the program, since it is anticipated that all its regular funds will be used in the war policy field.

I recommend the adoption of the report.

(The motion was seconded by *Agnes Samuelson*, Iowa.)

President Dahl: Remember that in adopting these reports any feature that has anything to do with appropriating funds will be taken up separately.

Mrs. Catharine O. C. Barrett (New York): Is a point of information in order?

President Dahl: Yes.

Mrs. Barrett: Is there a plan for financing this program of the Educational Policies Commission for the coming year?

Mr. Carr: At the present time the regular operating budget of the Commission is supplied approximately 50 percent by a grant from the General Education Board and the other 50 percent by grants from the American Association of School Administrators, a department of the National Education Association, and by the National Education Association itself. This is the money to which I referred when I said that all of that would be required for the preparation of the war policies in the field, as far as the Commission now knows. If the study of the secondary educational field, the program for the education of all youth, is to be carried on by the Commission, it is expected that it will be necessary for the National Education Association to

provide additional resources to the Commission in order that that part may be done. There is a request for \$16,500 for the current fiscal year pending now before the Budget Committee and the other officers of the Association. I suppose that the matter will come up later.

President Dahl: I would like to explain once more so that you will understand—that any report carrying an appropriation will come up as a part of the Budget Committee's report tomorrow for definite action by this body and then, as the constitution says, by executive amendment; we want to be sure that every person in the Delegate Assembly knows definitely what the sums are and what they are being appropriated for.

Are we ready for the question?

(The motion was placed before the Assembly and carried.)

President Dahl: The next report is that of the Legislative Commission, *H. M. Ivy*, superintendent of schools, Meridian, Mississippi, chairman.

Mr. Ivy: After the stirring Presidential address that we had the other night and the additional data presented last night by *Commissioner Studebaker*, it would appear that a report from the Legislative Commission would be, as our invoker would probably say, an act of "super-arrogation," but we feel that you ought to know what your Commission has been doing during the past year. This Commission believes in its work. I would like to cite as evidence of that fact that after one year spent on this Commission *Jere Wells* has resigned from the Commission and is running for Congress in his district on the basis of federal aid for education. From the reports we get from the Georgia delegation, *Jere Wells* will be telling them all about it in Washington in the halls of the Lower House; I believe that is better than some other remarks that people have made about it frequently, with none of which I agree as long as they pass federal aid.

Your Commission has had some six or seven different items involved in legislation this year. It is too big a job to forward constructive national legislation that is setting up a new principle and to try to carry on other activities at the same time, important as they are. Consequently, your Commission has farmed out several of these other items.

You have heard from various reports already the successful outcome of some of those. One is the "book postage." You can now get a book at the same rate, and will continue to, as other publications of similar type. The Committee on Retirement has made its report. The Hatch Act has already followed a satisfactory line which, I am sure, all of us approve.

The adult education matter, which is just one of those things we have been talking about for years in connection with federal education, has already been taken over and is recommended by the Bureau of the Budget.

Now, in general, we find, in connection with the work of this Commission on Federal Aid, that the things we have talked about for several years as being of national consequence are being brought out in the broad daylight of war conditions.

Sometimes those things remind me of the old story of the salesman's overcoat. The salesman put a new overcoat on his expense account every year, and finally an auditor turned it down one year, asking him if he could not get along without an overcoat. The salesman said "no." The next year his expense account came in without the overcoat, and the auditor said, "Well, you got along without it." "No," said the salesman, "I didn't; it's in there just the same."

These general conditions have been existent not just in Mississippi, as I thought when I started out favoring federal aid seven or eight years ago. I was scared of one of those bogeys, too. There are two bogeys they always drag out about federal aid; one is the bogey of federal control and the other is the bogey that if those fellows back home would spend as much money as they ought to, they would not be asking us to help educate their children. The simplest thing for us to do in my state is to send our best Negroes to Indiana, to Ohio, to Illinois, or to Pennsylvania, and actually to New York City. Consequently, that is cheaper for us and so it is in

a great many similar situations. The matters that have been brought before us by our president and by the commissioner of education are national problems, not local problems.

There are two things, too, that we have to put across in every one of our districts because they apply in every one of them. Unless we get sufficient federal aid thruout this nation to remedy and remove the causes of conditions that have been brought out in these wartimes, they will continue to eat away at the body politic, and as has just been stated here in the report of the Educational Policies Commission, they will be remedied thru extraneous setups outside the field of public education.

We have already seen those agencies at work; those agencies I have no complaint against, so far, and it is necessary and will continue to be necessary to have institutions, setups, bureaus, and administrations of various kinds until the causes are removed, which federal aid can come nearest to doing. Federal aid, consequently, in these wartimes, is an economic measure to do that very thing, because thru the normal channels of education we can take care of the work that should be done, the additional services that should be rendered, more cheaply than can be done thru boards and administrations and other things of that character.

There is also the bogey of control. Nobody wants the public-school system controlled from Washington. There is not anybody in this country who does. But once you give in to administrative hands outside the fields of normal channels of educational effort, doing educational work, you will have federal control in every district in this country carrying out that very thing, but when you send that money down thru normal educational channels, controlled by local and state educational authorities, we prevent that. Your Commission, then, has during this year attempted to lay before the people of this country the problems back of the matter. Your Research Division has done a most excellent job. Every committee, every group that has looked into the need for federal aid has come flatfootedly out and said, "It must be done!"

Your Commission says it must be done now. It is all right to plan for things in the postwar period, but now is the time to start things that should have been started many years ago. Incidentally, as a matter of history, the first federal aid bill was introduced in the Senate in 1865, so this is not a new program by any means. Our friends and sponsors reintroduced into the Senate on September 12 S. 1313 (substitute). *Senator Hill* of Alabama was brought in after the death of *Senator Harrison* to cooperate with *Senator Thomas* of Utah as sponsor. This bill has now been recommended favorably to the Senate and is on the calendar of the members of the Committee on Education and Labor with only two adverse votes, one vote absent. In fairness, we will admit that we think that vote would have been against it. It is a good policy in all legislation to count against your measure anybody who will not commit himself on it.

We are trying to get organizations not in thirty-five states but in the forty-eight states of this Union. The matter of federal aid to you and to me is not how much money we are going to get out of this bill but whether or not education is to be recognized as one of the foundation sills of democratic government. When we get an appropriation for federal aid, that recognition is given, and it is a recognition that every one of us here realizes we should have.

We have got to depend then on you. We can have the finest representatives in this Association, gathered from over this country, battling for you and me in the halls of Congress, but we have to have a sentiment created back in every congressional district in this nation. Once we get enough of that done, there will be acclaim for federal aid rather than a question in the minds of numerous folks. You, thru your own states, can have that acclaim come thru the efforts of your Commission and the things that all of us know are needed for education in this country, and we can do it before the leaves fall if we will get behind it. Educators can do things when they really want to, and now is the time, if ever, to assist in the war effort for saving our democracy, to rally behind the thing that has

been the greatest creator of morale, the development of the principles of democracy that we have yet had, aside from the teachings of our forefathers, and that is the American public-school system.

We hope, unless the Senate recesses soon, to have the Senate pass this bill, because the Senate has numerous other measures they consider as important as this. Following that we expect our friends to put this measure thru the House. Now we have enough friends in the House to pass this measure, once we get it to the floor. The thing that will get it to the floor is the work of every schoolman and schoolwoman back in his home district. You can get advice and information as to how to go about that thru the setup arranged already with the hearty cooperation and full support of the entire National Education Association staff. It has been gratifying the way those folks have worked. We must have federal aid for education now, and we can if we will.

The Commission recommends the following:

1. The federal aid campaign should be conducted thru strong state and local organizations, popular support now being the greatest need for a successful campaign.

2. The National Education Association Representative Assembly and Executive Committee should provide the personnel and financial support adequate to the conducting of a vigorous and active campaign to secure the enactment of the pending bills.

I move the adoption of the report.

(*Mr. Banks*, Alabama, seconded the motion, which was placed before the house and carried.)

President Dahl: Speaking of the situation in Georgia and *Jere Wells's* campaign, I want to say I was reared by a mother who frequently reminded us of things by axioms, and they were repeated many times. One that I recall we heard often was, "Actions speak louder than words." If you looked at the membership roll in your programs this year, you discovered that Georgia is at the head of the list. At the end of the year they brought in almost 5000 members because they appreciated the efforts of the Commission for Federal Aid. That is my idea of "Actions speak louder than words."

We have asked the chairmen to give their reports in any way they wish to give them, but to stick to the recommendations exactly as they are printed so there will be no confusion.

Next is the report of the National Council on Teacher Retirement, *P. C. Rogers*, secretary-treasurer, Teachers Retirement System of Louisiana, Baton Rouge, Louisiana, chairman.

(*Mr. Rogers* supplemented the report on page 533 of this volume as follows:)

Mr. Rogers: Primarily the function of the National Council on Teacher Retirement is to promote some income for the teacher when it is desirable for him to retire from active service, because of advanced age or because of premature disability. Many of our teachers are now guaranteed some income in their old age or in case of early disability by membership in a sound state or local retirement plan. Many of our teachers, however, have no assurance of any income in old age or in case of disability. Actuaries tell us that one female teacher in four becomes disabled because of physical disability before she reaches the age of sixty. A large number of such teachers who become incapacitated for teaching service are forced to remain in service to the detriment of the child or simply be thrown out without any income whatever.

The National Council feels that the two urgent needs of today with respect to its functions are to protect, safeguard, and promote sound systems of retirement now in operation, and to assist teachers wherever they may be to secure some assurance of income in old age or in case of disability by membership in either a sound city or state retirement system. In order to do this work, it is necessary that

the Council have some funds. The funds available now to the National Council are approximately \$400 paid by retirement systems and an additional \$400 provided by the National Education Association. Of the latter amount, practically all of it is taken in having a booth here at the meeting of the National Education Association, and also in conducting a meeting here to help people who are interested in retirements with their problems. Of the other \$400, about half of it is taken for the compensation of a secretary and the other half for the publication of the *Proceedings*. So you see that it is impossible for the National Council to do the work that it should do and that it would like to do unless it has some additional funds.

The work of the National Council is made more important today than ever, because there have been introduced into Congress at different times within the last several years different bills to amend the national Social Security Act so that it will apply to teachers. The national Social Security Act is fine for those persons whom it now covers; but it does not and cannot apply to teachers in the same sense that a retirement system does, operating under the principles shown to be wise by experience and research.

The essential difference is this: the national Social Security Act at present applies to industrial workers. If a person in the industrial field is deaf or incapacitated by old age or in some other way is not able to do his work efficiently, the result is felt only perhaps on a piece of steel or a piece of wood or a piece of marble. But if a teacher is permitted to remain in service because he has no choice, because there is no other way for him to get an income, the result is that a child is deprived of his rightful opportunities to acquire his education, and a child has an immortal soul which a piece of wood or a piece of brick does not have. Because of the threatened extension of the federal Social Security Act to existing teacher retirement systems, we feel that the work of the National Council is more important today than ever.

I want to call your attention to the fact that the federal old age law provides for retirement only when one attains the age of sixty-five. Many of our retirement systems make it possible for a teacher to retire after thirty-five years of service, and nearly all of them permit retirement at age sixty or earlier. The national Social Security Act has no provision for disability payments whatever; the Act has no provision for refunds of accumulated contributions in case a teacher retires from active service. I could go on and show how much better it is for a teacher to have coverage in a sound system of retirement that operates under sound principles than coverage in the federal Social Security Act.

If this Act is amended so as to apply to teachers, the situation will probably be this: the state, parish, or county will have to pay the assessments to the national government and also pay the employees' contributions to the teachers' retirement system. In many instances there will not be money enough to pay the contributions to both agencies and the chances are that the existing sound retirement systems will suffer. Therefore, the National Council is anxious to do all that it is possible to do to protect and safeguard existing sound retirement laws and to assist teachers who have no protection to secure such protection. To that end this resolution has been passed:

Be it resolved, That the National Council request the National Education Association to appropriate an amount of \$5000 to be used for publishing and disseminating information on teacher retirement.

The second resolution is as follows:

Be it resolved by the National Council on Teacher Retirement of the National Education Association, That this Council recommend the judicious extension of professional security and of sound state and local retirement systems. It opposes the extension of federal social security legislation to include employees of school systems unless established and approved state and local systems are continued and protected.

We who have protection in an established system do not wish to be selfish. We believe that it is better for a teacher to have the protection offered by the national Social Security Act than no protection whatever. We believe, however, that it is much better for such teachers who have no protection to endeavor to secure the assurance of some income in old age or disability thru the establishment of a sound system of teacher retirement.

I recommend the adoption of this report.

President Dahl: Some one will have to make the motion.

L. W. Ferguson (Louisiana): I move the adoption of that report.

Mrs. Caroline Hammerle (Ohio): I second the motion.

H. E. Gayman (Pennsylvania): This report came before the Board of Directors yesterday and in discussing the report it was the feeling of both the members of the Retirement Council, who are National Education Association directors and interested in retirement, and of the members of the Board of Directors, that an amendment would be in order, and on behalf of the Board of Directors of the National Education Association, they recommend the following amendment. Accordingly, I move that the report of the National Council on Teacher Retirement be amended as follows:

In the first resolution, beginning with the words "Be it resolved," insert after "\$5000" and before the word "to" the following: ". . . or as much thereof as necessary. . . ."

Add the following after the word "retirement," the last word of the resolution as it appears in the printed report: ". . . and for assistance, upon request, to such states as request assistance in the establishment or protection of local or state teacher retirement systems."

May I say that if this amendment is adopted, this resolution would then read as follows:

Be it resolved, That the National Council request the National Education Association to appropriate an amount of \$5000, or as much thereof as necessary, to be used for publishing and disseminating information on teacher retirement and for assistance, upon request, to such states as request assistance in the establishment or protection of local or state teacher retirement systems.

May I say further, in reference to this amendment, that if the Representative Assembly accepts it, it is my understanding that all it does is to put this resolution in appropriate wording for presentation tomorrow when the Budget Committee's report is discussed.

I move the adoption of the amendment.

(The motion was seconded by *H. V. Cooper*, Mississippi.)

President Dahl: As it has been explained, we are adopting this as a part of the report only. Since it carries a request for an appropriation, it will have to come up in the session tomorrow. All in favor of the amendment, say "aye," opposed, "no." It is carried. Then we adopt the report, except the appropriation of the money. All in favor of accepting the report as amended, say "aye," opposed, "no." The motion is carried.

The next report is that of the Committee on Cooperatives and will be given by *Edna Tobias* of Montana, a member of the Committee.

(*Miss Tobias* read the report as printed on page 519 of this volume.)

Miss Tobias: I move the adoption of the report.

J. R. Culver (Montana): I second the motion.

President Dahl: Any discussion?

(The motion was placed before the convention and carried.)

President Dahl: The next report is that of the Committee on Equal Opportunity and will be given by *R. L. Hunt*, State Teachers College, Silver City, New Mexico, chairman.

(*Mr. Hunt* supplemented the report on page 520 of the volume as follows:)

Mr. Hunt: You, who were here last year, remember that it was voted for the Committee to be continued for a three-year period to make a special study of two things: the question of legal status of women and interstate barriers. We say, in this report, that we have some mimeographed material on both of these. Our intentions were good when this report was sent in in February to have this ready, but we do not have it at this time. However, we will have some material ready on this soon. I will make another request. If you want additional copies of the report given last year, the published report on *Pertinent Problems of Equal Opportunity*, please write to the Research Division at headquarters.

There are a few things I would like to tell you about the work of this Committee. During the year, different members of the Core Committee have met with some twenty-five or thirty groups from various states. Last Monday we had an interesting meeting at which we had reports given from eighteen states. One interesting report I want to call to your attention: I understand it will appear in the *Colorado School Journal* this fall. It is on the study made in this state on teachers' contracts.

There has been a very extensive study made of interstate barriers. I had access to this information for about a month, but the final findings and recommendations seemed to be a military secret as far as I know. As yet I have not been able to find out just what has happened; if any of you teachers living in the vicinity of New York City or Cincinnati can help me get that report, I would be glad to distribute as much of it as we can to the teachers thruout the country.

Since the Committee was set up last year for a three-year period, there is no need of any request in this report that the Committee be continued, and without taking any more of your time I would like to make the motion at this time that the report of the Committee be accepted.

(The motion was seconded by *G. C. Floyd*, Arkansas.)

Ella V. Allen (California): I would like to move that recommendation number 1 of the equal opportunity report be placed before the Educational Policies Commission to study as an additional phase of equality, the conclusions that they arrive at to be included in their written report.

President Dahl: You will have to make that as a separate report after we adopt this. You are not changing this report; you are asking that part of it be referred. I will put this motion first.

Lucy Rice Winkler (California): I would like to ask the chairman of the Committee on Equal Opportunity a question. I was unable to be present at the Committee meeting on Monday, having appeared before the Committee on Resolutions at that time. I would like to ask if I am correct in being informed that a motion was passed at the Committee meeting asking that the Educational Policies Commission make such a study as this.

Mr. Hunt: It was, and a copy of the motion as made by the eighteen or twenty states represented is here ready to be given to the secretary of that Commission.

President Dahl: That has nothing to do with the adopting of this report. That is new business, too. I will bring it up right after this report.

(The motion was placed before the house and carried.)

President Dahl: *Miss Allen* will make her motion first, and then *Miss Winkler* speak to it.

Miss Allen: I move that recommendation number 1 of the report of the Committee on Equal Opportunity be placed before the Educational Policies Commission to study as an additional phase of equality and the conclusions to be included in their written report.

Clarence R. Briggs (California): I second the motion.

Miss Winkler: I was asking as a point of information because I have been told that this action had been taken. It is just exactly the sort of thing which the members of the delegation of the state of California have been hoping would be done, and it is perfectly satisfactory to us. We hope that this body will approve that motion.

President Dahl: Mr. Hunt said that action was taken and is being referred by the Committee. If that is being done, *Miss Allen*, do you think there is need of your motion, or do you want your motion put?

Miss Allen: As a matter of record I see no reason why it cannot be voted on.

President Dahl: Any further discussion on this motion that recommendation number 1 be referred to the Policies Commission by the Committee on Equal Opportunity?

(The motion was placed before the Assembly and carried.)

President Dahl: The next report is from the Committee on International Relations. *Annie C. Woodward* of Massachusetts will make the report for the chairman.

(*Miss Woodward* supplemented the report on page 516 of this volume as follows:)

Miss Woodward: I regret that our chairman finds it impossible to be with us this morning, but I will be glad to give you our Committee's report.

Thru advisory members in every state the Committee has served the Association by encouraging Latin American activities in local school systems and state departments of education, such as planning courses, exhibits, concerts, and training institutes; the distribution of the bibliography *Latin American Backgrounds*, the newsletter *Among Us*, and other pertinent material. Advisory members also have sent to headquarters news notes and suggestions, which have been passed on to the Association's members thru appropriate publications. The committee has co-operated with the U. S. Office of Education in its establishment of demonstration centers across the country concerned with stimulating Latin American studies in the schools, the development of materials, and improvement of teaching methods.

With the aid of an outside grant of funds, the Committee, with the assistance of the staff of the Research Division, revised and published the excellent bibliography for teachers, *Latin American Backgrounds*. Twenty-five thousand copies have been distributed. With a second subvention, the Committee enlarged the newsletter *Among Us* and distributed 47,000 copies of each of five issues during 1941-42. This newsletter is distributed to classroom teachers and administrators thruout the nation. It is proving to be an exceptional service.

Under the chairmanship of *Kenneth Holland*, a booth was established at the San Francisco meeting of the American Association of School Administrators where materials for teaching Latin American subjects were exhibited. In the booth, advisory counsel was provided to teachers in this field. A similar service is being arranged for the National Education Association convention in Denver.

The Committee renews its recommendation that its core and advisory members be appointed for a period of more than one year to give continuity to the Committee's work.

This Committee had its meeting yesterday and because of that *Mr. Cherrington* and the Committee would like to give an additional report as follows in view of the fact that international relations clubs of several types are functioning in the various regions of our country, and at present there exists no means of exchanging their experiences with a view of improving the quality of their services. Therefore, we recommend—

President Dahl (interrupting): You cannot, *Miss Woodward*. We ruled that any new recommendation must be made after the motion to adopt the report has been made, as an amendment.

Miss Woodward: Then I will go back to the report.

President Dahl: We have asked them to state the recommendations as printed, first.

Miss Woodward: I move the adoption of this report as a report of progress.

(The motion was seconded by *Mrs. Kate L. Boyce* of Ohio.)

Miss Woodward: Now I will state, as has been suggested by *Mr. Cherrington* and the Committee, that we would like to amend this report by adding the following. I have a preamble here:

In view of the fact that international relations clubs of several types are functioning in the various regions of our country, and at present there exists

no means for exchanging their experiences with a view of improving the quality of their services;

Therefore, we recommend that the president of this Association after consulting the chairman of the Committee on International Relations appoint a committee composed of representatives of several types of international relations clubs to study their programs and forms of organization, and to consider the feasibility of a closer coordination on a national scale.

I move the adoption of this added amendment.

(*B. C. B. Tighe* of North Dakota seconded the motion.)

President Dahl: And that this amendment be added to the report. Any discussion? (The motion was placed before the House and carried.)

President Dahl: Now the report as amended. All in favor of accepting it as amended, say "aye," opposed "no." The report is accepted.

The next report is that of the Joint Committee of the NEA and AMA. The report will be given by *N. P. Neilson* of the staff.

(*Mr. Neilson* then read the report which will be found on page 526 of this volume.)

Mr. Neilson (Washington, D. C.): Not being a delegate, I cannot move acceptance of the report as printed.

(*Willis A. Sutton*, Georgia, moved that the report be accepted, and *Walter E. Englund*, Minnesota, seconded the motion, which was placed before the Assembly and carried.)

President Dahl: Now I will read a notice and we will take a five-minute recess.

(Recess followed.)

President Dahl: It is with sincere regret that I make the next announcement. The Arizona delegation have just received word of the death of *Superintendent Rose* who for many years was the superintendent in Tucson. It was my privilege to know *Mr. Rose* personally and I know that all the years he was in Tucson, they were 100 percent local, state, and national. He was keenly interested in our organization. I thought you would be interested in receiving the news.

We will now proceed with the last half of our committee reports. The next is the report of the Committee on Credit Unions and will be given by *Chairman L. A. Pinkney*, business manager, Teachers Credit Union, Kansas City, Missouri.

(*Mr. Pinkney* supplemented the report on page 520 of this volume as follows:)

Mr. Pinkney: First I wish to take this opportunity on behalf of the members of the National Education Association Committee on Credit Unions to express their sincere appreciation of the splendid assistance which has been given to our Committee by the local committee from the Denver Teachers' Credit Union, the Public School Employees' Credit Union. They have assisted us at the booth and this committee has also been responsible for the preparation of a slide film, telling about credit unions. If any of you have not had the opportunity of coming to the booth, Space A-4, we invite you to do so. Our credit unions are showing a definite growth and I thought it might be well to see this morning how many of those who are present are actually members of credit unions. May we see the hands of those here who are credit union members? I would say that nearly 50 percent of the audience are members of teachers' credit unions. That is indeed indicative of the steady growth which teachers' credit unions are experiencing thruout the country.

I wish to say here that during the past year there have been approximately twenty teachers' credit unions organized thruout the country. Many of these, no doubt, came as a result, either directly or indirectly, of the contacts which we were able to make at the Boston convention.

It had been the original plan to have the material in the Personal Growth Leaflet published in the *NEA Journal*, but unfortunately the war intervened and other things prevented the following out of this plan.

The Committee wishes to make these recommendations together with an amendment which will be presented after this has been acted upon.

The Committee recommends that:

1. On the basis of experience at the Boston convention the Association should hold credit union meetings and exhibits at future conventions.
2. Efforts to organize credit unions should continue with increased vigor. With 650 teacher credit unions now in operation with about 100,000 members, our job is only about 10 percent completed. After the war there will be a greater demand than ever for credit union service. Now is the time to organize.

As I am not a member of the Delegate Assembly, I recommend the adoption of this report.

(*Helen Collins*, Connecticut, moved that the report be accepted, and *Fred O. Robinson*, Montana, seconded the motion.)

Mr. Pinkney: In view of the fact that the term of this Committee expires at this meeting, and in view of the fact that the service of teachers' credit unions thruout the United States has definitely proved itself of great value to teachers, and in view of the fact that with the end of the war there will undoubtedly be greater demand than ever before for teachers' credit union service, it is the further recommendation that the term of the Committee be extended for three years.

President Dahl: Will some one move the adoption of that amendment?

(*W. D. Bracken* of Missouri moved the amendment be adopted, and *Leonard L. Bowman* of California seconded the motion, which was placed before the Assembly and carried.)

President Dahl: Now the report as amended. All in favor of the report as amended say "aye," opposed "no." The motion is carried.

The next is the report of the Joint Committee of the NEA and ALA. *Mr. Givens* will give the report for *Miss Lathrop*.

(*Secretary Givens* supplemented the report on page 525 of this volume as follows:)

Secretary Givens: *Edith A. Lathrop*, chairman of this Committee and member of the Office of Education in Washington, D. C., could not be here and has asked me to give the report. *Miss Lathrop* has asked me to announce that at the American Library Association booth in our convention exhibit next door there is a joint supplementary report dealing with wartime efforts that have been finished since this printed report came out. You can have copies of the supplementary report by calling at the National Education Association and American Library Association library booth.

I move the adoption of this report.

President Dahl: With the exception of the appropriation.

(The motion was seconded by *Robert E. Scott* of Minnesota, placed before the house, and carried.)

President Dahl: We have the report of the Joint Committee of the NEA and American Legion by *Charles F. Dienst*, deputy state superintendent of public instruction, Lincoln, Nebraska, chairman.

Mr. Dienst: I am not sure that you are aware of the instructions to chairmen who make these reports, so I am going to let you know that I am supposed to read my report exactly as printed, but the thing that I have on my heart does not carry out the full purpose.

President Dahl: Do just as you please with the report; be as informal as you wish.

(*Mr. Dienst* supplemented the report on page 524 of this volume as follows:)

Mr. Dienst: In these days of war emergency, all of us are deeply concerned for an adequate program for citizenship. We are reminded that the traditional purpose of the public schools of America is a program of worthy citizenship. And the final test of citizenship is the offer of life in defense of country. I do not, as a soldier of World War I and as a soldier who reports on July 4 to Lowry Field, claim special credit to the one who wears a uniform. I know the price of the parent

who sends sons into the service, but there is a call to loyalty these days that all of us recognize as a real sacrifice for the principles of American democracy. So my appeal on this occasion is for that kind of cooperation between this great National Education Association, that claims us as members of the profession, and all veterans everywhere, all patriots everywhere, in the common program for the defense of America and the principles for which America stands.

There are some 20,000 veterans of World War I who are members of the teaching profession. There are uncounted numbers of veterans who are serving on school-boards, and these veterans of World War I, some 4,000,000 in number, have 8,000,000 children in the public schools of this country. They are deeply interested in the program of public education.

I am going to say to you in all frankness that we of the American Legion have been sometimes misguided in our support of the program of citizenship, we have made tremendous mistakes, but all the while in the background has been the loyalty to America and the anxiety for her defense. We believe in the great cause of public education, just as the members of the veterans of the Civil War and all other wars who have known the price of democracy have believed in a real worthwhile program of citizenship. So I say that in this time particularly, we are tremendously concerned for the full support and cooperation between the American Legion and the National Education Association. Members of these various commissions that are reporting to you are members of the American Legion.

But there is another condition that confronts us now. I said there were 4,000,000 veterans of World War I. We are thinking now of 7,000,000 to 10,000,000 who will be veterans of World War II, and these young men are coming back into American life with the need for the vision of American citizenship in the world for the future. These young men, our sons, will be the strongest influence in American life in the next fifty years. Will they have a worthwhile and dependable attitude in support for public education? We think they will, but in all this effort that we make, we must recognize the fact that it is not enough merely to pass resolutions. We must have education for these veterans, these laymen particularly, and they must understand the purposes at firsthand. If they are to do that, we as educators must also give to them that fair understanding of our purposes and of our program that will win their support for the future.

Our Committee has been working on that program for the past four years. Some of you who attended the New York convention in 1939 will remember that at that convention there was the appointment of a special committee of representatives of the National Education Association and the American Legion to cooperate in behalf of the program of education. The Committee has carried on and gone from the step of merely resolutions to the place of trying to reach the veterans in the field, especially those who were members of the profession, and enlist their active cooperation.

Our goal and our purpose is that wherever there is a veteran he shall be the direct representative in one of the 11,000 posts of the American Legion in this country to provide the liaison between the public-school program and the American Legion. It is a long and difficult program because it must be a personal contact program.

In view of the tremendous need and urgency for citizenship in this hour, and in view of the requirements of close cooperation in the future, I present to you these resolutions:

1. Continuation of a Joint Committee to coordinate the efforts of national officials of the American Legion and the National Education Association and to determine procedures of operation.

2. Appointment to the NEA staff of an individual who can give full time to the organization of Legionnaire Schoolmasters groups, to the preparation of school materials on patriotism, and in other ways to assist the program of the Joint Committee.

I recommend the adoption of the resolutions.

(*L. Frazer Banks*, Alabama, moved the adoption of the recommendations, seconded by *Mr. Bowman*.)

President Dahl: Bear in mind that the second recommendation, the appointment of a person to the staff, requiring an appropriation, will have to come up at the Budget Committee meeting. Any further discussion?

(Motion placed before the Assembly and carried.)

Next is the report of the Joint Committee of the National Education Association and National Congress of Parents and Teachers by *Agnes Samuelson*, Des Moines, Iowa, chairman.

(*Miss Samuelson* supplemented the report on page 527 of this volume as follows:)

Miss Samuelson: The feeling of the Joint Committee was that the task was to set up a working program for cooperative action between our two great bodies that will help to speed the triumph of freedom on the battlefield, uphold vital values on the home front, and render the most effective service possible in winning the peace and meeting the needs of reconstruction. In other words, cooperation in the war effort of the nation to defeat the enemies of free people and free institutions is our supreme duty. Our programs should be constantly adjusted to meet wartime needs. Nothing counts except that which helps to save freedom for ourselves and our posterity, and helps to make a more glorious tomorrow rise out of the blood, sweat, and tears of today.

To give hands and feet to this program of victory for freedom we point out several areas of service that call for specific cooperation. The complete report has been filed in the office of the National Congress of Parents and Teachers and in the office of the National Education Association and is available to anyone upon request. It amplifies and elaborates these recommendations, supplies some bibliography, and gives other suggestions which we hope will be of interest.

I move the adoption of the report.

(The motion was seconded by *Mr. Sutton*, placed before the House and carried.)

President Dahl: Next is the report of the Committee on Tax Education and School Finance by *J. R. Mahoney*, University of Utah, Salt Lake City, chairman.

(*Mr. Mahoney* supplemented the report on page 521 of this volume as follows:)

Mr. Mahoney: This is one of the new committees of the NEA. One of our biggest problems has been to work out the technic of functioning in that important field of school finance. I think we all recognize that the greatest handicap the schools have is that of inadequate financing, and it is in this field that a tremendous amount of our attention needs to be placed.

Our first recommendation is this:

1. There is a real need for a great increase in efforts to improve local and state financial systems, and much of this emphasis must be on the improvement of the property tax as a source of school revenue. The fundamental importance of this tax makes it necessary to do everything possible to rehabilitate it and make it as sound as it can be made thru scientific assessment and sound administrative practices.

We need to find out what they are and bring our action in conformity with sound economics. There is another unfortunate feature about this and that is, in spite of all this effort, approximately 85 percent of all the revenue for schools still comes from the property tax. What we have succeeded in doing is making fairly unpopular, in fact the most unpopular of all taxes in America, the property tax, but we still find ourselves depending upon it for support, and some of the states almost wholly. In a few of the states we have been able to secure revenue from other sources. We should continue to do this to the extent that we can, but we must recognize the fundamental fact that our revenue comes from this tax. We should do everything we possibly can to rehabilitate it and to make it popular, to change the attitude of the American people toward it. We must do that from the point of

view of fundamental reality, and there is much in sound economics to support that change in attitude.

Our second statement is:

2. There is a fundamental need for a great increase in the consolidation of school districts in most of the states. Neither the financial, the administrative, nor the equalization of opportunity phases of education in America can be solved on a basis of the numerous small local districts existing in most parts of the country.

Federal aid increased; state aid will not do that. We must reform our local districts to a point where we bring the organization of American education in conformity with modern practices in other fields.

I would like to just call your attention to another point. One of the biggest obstacles to consolidation is that of building the necessary new buildings for that kind of a program. I think we have a great opportunity, if we only take advantage of it, in the fact that in the postwar period there will be tremendous sums of money expended for purely "make work" projects for the purpose of making the transition to a peace economy more smooth, and under that set of circumstances, if we have a complete system of consolidation worked out in the necessary buildings for that program, I am quite sure we will find billions of dollars that could be spent, hundreds of millions of dollars, at least, in that direction.

Then, another phase of this is:

3. Great emphasis must be placed upon an increase in the amount and the proper distribution of state funds for equalization purposes.

Many states have gone a long way in that direction, but there is still a tremendous distance to go for many of the states.

4. As a capstone to this arch, federal aid to education must be secured and synchronized with these programs to help equalize educational opportunity among the states and within the states.

Since it is the work of another special committee, we have not entered into that field to any important extent.

5. The Committee must also call attention to the crisis impending in school finance because of needs of war finance of the federal government.

I am not sure that we appreciate the dangers to school finances involved in the critical situation developing in those fields. We need to be a great deal more alert, devote a great deal more attention to studying the problem of the relationship of school finance to this same set of circumstances.

6. To function effectively in this field there must be a vigorous, intelligently directed, and adequately financed program of cooperative action by the National Education Association and the state and local associations. Anything short of this would be a clear neglect of professional duties.

As a result of regional conferences we have held and studies we have made, we feel that there is a basis for a significant regional attack on these problems. The problems of school finance in the South are not exactly the same as those in other sections; the problems in the West have some distinctive features not found other places. The same thing is true of other sections that we can mention, and this would afford an opportunity of breaking our great country up into regions where there could come—under the direction, guidance, and help of the National Education Association, cooperation among the states and local governments—local school units to solve these problems.

Since I am not a member of this Assembly, I will merely recommend the adoption of this report.

(*Mrs. Gladys D. Barnes*, Washington, moved the report be adopted.)

Mr. Tighe: I am happy to second the motion because this seems to me a particularly important motion.

(The motion was placed before the Assembly and carried.)

President Dahl: We will have the last report, the preliminary report of the Committee on Resolutions, by *M. J. Clarke*, Richmond, Kentucky, chairman.

(*Mr. Clarke* supplemented the report on page 509 of this volume as follows:)

Mr. Clarke: A few minutes ago we distributed the copy of the report of the Committee on Resolutions. This report is probably the shortest that has ever been presented by your Committee. It is short by intention. We consider a great many important resolutions, and your Committee seriously studied every resolution that was placed in its hands. There was a feeling, however, that there should not be too many resolutions at this time. It was even seriously proposed to us that there be only two resolutions by our Committee, one resolution advocating an "all-out" war effort and another resolution of appreciation to our hosts. We felt, however, as your Committee, that we should include in our report some of the more important problems of the profession, and so we have placed them before you to study and tomorrow we will give you our final report.

I should like to say just one more word about the shortness of this report of the Committee on Resolutions. It was the feeling of the members of the Committee on Resolutions that in this hour of the gravest peril to our country in all its history we should be thinking not so much about the problems of our profession but rather what we can all do for our country.

President Dahl: I want to express my personal appreciation to the delegates this morning for the speed with which they have made and seconded the motions so that we could get immediately to discussion.

The fact that we have worked so hard together to make the meeting move forward has enabled us to close now at 11:15 A.M. There are three or four interesting morning assemblies going on and you might like to go to some of them.

Mr. Sohl: I would like to again remind the delegates that the Committee on Bylaws and Rules will wait here on the platform five minutes. If there are no amendments proposed for next year to be presented at that time, we will consider the entire matter closed.

President Dahl: The business having been finished for this session, we will be adjourned.

(The meeting then adjourned at 11:17 A.M.)

Third Business Session, Thursday Morning, July 2, 1942

(*President Dahl* called the delegates to order at 9:20 A.M.)

President Dahl: The invocation will be given by *The Reverend William O. Rogers*, Washington Park Congregational Church.

(The invocation was given.)

President Dahl: *John T. Roberts*, South High School, Denver, will lead us in the Pledge of Allegiance to the flag and in the singing of "America."

(Pledge of Allegiance to the flag and mass singing of "America" followed.)

President Dahl: The fine music we have had during this convention—our lovely organ preludes—have been given by *Viola Lee*. I am sure we are very grateful to *Miss Lee* for her contribution.

As you know, at tonight's meeting we are presenting some keys to past-presidents of our Association, but *Fred Hunter* of Oregon has to leave this noon so we thought that we would like to present *Mr. Hunter* with his emblem of service to the organization before he leaves us. If *Mr. Hunter* will please come to the platform we would like to present to him this emblem. I have asked *Mr. Givens* to tell you something of the services *Mr. Hunter* gave to this Association.

Secretary Givens: It is a great honor for me to say a few words concerning *Mr. Hunter's* contribution to the National Education Association. I believe that

in a democracy we ought to look at everything squarely and from the standpoint of facts and we ought not to have any propaganda unless we can analyze it, so I want to tell you before I start that what I have to say about *Mr. Hunter* is biased because of my personal friendship, so you will have to keep that in mind.

I saw *Chancellor Hunter* for the first time at the Des Moines meeting in 1921 when he was president of the National Education Association and I was the first official delegate from Hawaii to the first Representative Assembly of the National Education Association. Following that year, and previous to coming to that convention, he had employed me, sight unseen, as principal of the Oakland, California, schools. So following the convention I went back and worked with him for a year as principal. Then I left and went back to Honolulu again and after some three years I came back as assistant superintendent with *Mr. Hunter*. Later when he left Oakland to become chancellor of the University of Denver, I succeeded him as superintendent in Oakland. I owe more to him professionally than to any other individual in our profession.

Frederick Maurice Hunter is now chancellor of the Oregon System of Higher Education. I admire and honor him for that, but to me he is still my chief. He was president of this Association in 1921 and presided at the first meeting of this Representative Assembly. That was back in the days when women were men and *Margaret Haley* was one of them. You do not know what I mean unless you were at the Des Moines meeting.

During that year, during his presidency, we had the first Representative Assembly of this organization. He took a great part in reorganizing at Salt Lake City the year before. It was during his administration that the Life Membership was started, and those who were at our Life Membership Dinner Sunday night know that we now have total property of \$1,000,000 which is in Washington, the home of this organization, without a penny's debt upon it, paid for largely by Life Members, started by *Mr. Crabtree* in 1921. It was also during that year our *Journal* and our research organization were started. If that is not enough for one man, I do not know what you would expect! It is a great honor for me as executive secretary of this Association to present to you my very dear friend, *Chancellor Hunter* of Oregon, to receive a past-president's pin.

President Dahl: It gives me great pleasure to present to you this token of our affection and esteem for the services you have rendered to our organization.

Mr. Hunter: Let me assure you that *Mr. Givens* is altogether too kind, but I appreciate most deeply the words he has uttered here and assure you that they were certainly exaggerated most lamentably by his personal prejudice in my behalf. The prejudice of friends is dear, however, to the recipients of such prejudice. Especially do I appreciate that friendship and its value thru these years and the great work that is going on in this Association in which he has so much responsibility of leadership. Especially, too, *Madame President*, do I appreciate the recognition which you accord me, you and the officials of this Association. No greater reward can come to a teacher than to have a place with you and your organization in this program, which in the most momentous crisis in the world's history has more fundamental meaning to the realization of the aims of this great conflict than any other, in this land or in any other nation or country, a program of education and the 1,000,000 teachers which you represent. To have a place with you is the most precious reward which can come to any teacher and I deeply thank you, *Madam President*, and your delegates for this very lovely and splendid recognition.

To have had some little part in this program along the way, either as a delegate or in official capacity, is in itself a great triumph for a member of the teaching profession. Let me wish you the consummation of your great goals with the program of the National Education Association.

President Dahl: I was happy to hear *Mr. Givens* mention the wonderful leadership given at that meeting by *Mr. Hunter* and *Margaret Haley*. She was a teacher

of vision, a teacher of understanding, and she led the group of classroom teachers forward in this organization to take our place and to do the things that were necessary if the profession was to be united. No wonder we became the great national organization that we are, with the vision and understanding of *Mr. Hunter* to start our Delegate Assembly, the vision of *Margaret Haley* and her co-worker, *Frances Harding*, to carry us forward as classroom teachers.

I would like to pay that tribute to her, because I came, as a young teacher, to the 1923 meeting and *Miss Haley's* vision was my inspiration, and so I am not at all surprised that we have become a growing and progressive organization, as we are today, with *Miss Haley's* vision to start the classroom teachers in the right direction, *Miss Harding* leading us on, and *Mr. Hunter* as a leader.

The first report this morning will be given by *Alonzo F. Myers*, New York University, New York, N. Y., chairman of the National Commission for the Defense of Democracy thru Education.

(*Mr. Myers* supplemented the report on page 530 of this volume as follows:)

Mr. Myers: Plans of the Defense Commission for the school year 1942-43 are briefly summarized as follows:

1. Because of the increasing threats to educational efficiency, the work of the Commission must be expanded rapidly.
2. Efforts will be made to stimulate local and state association action, in cooperation with the Commission, to secure public support for education.

I want to depart from the printed matter just to say this is being done. It is going ahead as rapidly as possible, being done thru conferences with industry, one of which we held here, thru conferences with labor, conferences with agriculture that are projected, in fact are being projected at this meeting. I find that whenever we sit down to our conference with industry somebody in our profession damns us for selling out to the manufacturers, and then when we have been sitting down with labor, they damn us for sitting down with labor. But I find that most members of our profession think that is exactly what we ought to be doing, getting support from all responsible members of our society wherever we can, developing better understanding with them, and that is what we intend to go on doing.

3. It is planned to send information concerning the needs and problems of education to a selected list of influential laymen.

Again, departing from the printed matter, I want to say that we intend to develop a publication that will offset *General Fries's* propaganda and send it to substantially the same mailing list.

4. It is planned to stress the dangers of child labor and juvenile delinquency during the war period.
5. Efforts will be made to secure better unity of attitude and action inside the teaching profession.
6. Plans are under way to secure increased and more effective participation in the defense of education from teachers and local teacher organizations.
7. The Commission will continue its efforts to protect education from unjust criticism and attack and to prevent the reduction of school financial support.

When this Commission was established one year ago in July, it was established to be an action body, and an action body it has started out to be and an action body it intends to continue to be. These plans that I have read to you call for increased appropriations in order to carry them out. We are most grateful to the Budget Committee for recommending an increase of \$7000 for this year, contingent upon sufficient increase in membership. If we do not have increase in membership, we cannot have the \$7000 we ask for and we cannot carry out the plans that we project. This means that if we want vigorous, aggressive action we must engage in the greatest membership campaign in National Education Association history.

We should add at least 50,000 members this year to the National Education Association. We will do that, I am persuaded, if the action program of our Association commends itself sufficiently to our profession.

The original plans *Mr. DuShane* and I and others developed for the Defense Commission before it was established called for an annual expenditure of \$50,000 a year. That is the amount we need. We are not asking for it this year because it would be unreasonable, but that is the amount we need. If we add 50,000 members to the National Education Association this year, I anticipate that we shall be asking for \$50,000 appropriation for the Defense Commission for next year, and I am sure we will get it.

I want to take the liberty of making a statement not directly related to the Commission, namely, with reference to the New York amendment. That amendment was defeated by the democratic process; we are neither angry nor bitter over the result. New York State and New York City are going home resolved to come back here next year with 20,000 members. When we do that we know that you will be glad to see New York City have one of the two National Education Association directors that the state will be entitled to. We came here united—New York State and City. We came here united for the first time in years; we are going home the same way.

I move the adoption of the report of the Commission for the Defense of Democracy thru Education.

(The motion was seconded by *Mr. Floyd*, placed before the delegates for vote and carried.)

President Dahl: The next report to be given is the report of the Committee on Tenure by *Frances Jelinek*, Milwaukee, Wisconsin, chairman.

(*Miss Jelinek* supplemented the report on page 518 of this volume as follows:)

Miss Jelinek: You have in your hands a copy of the *Report of the Committee on Tenure*. You will note that the report is given under several headings: tenure publications, purposes, principles, cases and meetings, and recommendations. I shall read only the recommendations.

The Committee on Tenure hereby asks the National Education Association to reaffirm its long-established commitments on tenure and to approve the following specific recommendations:

1. Full authorization should be given to the Committee to investigate, at its discretion, cases of unfair treatment and unjust discharge of members of the teaching profession and to make public reports at a time and in such manner as in the Committee's opinion will be of benefit to the individuals investigated or to the teaching profession.

2. Continuation of the policy of studying various phases of teacher tenure, teacher welfare, and teacher protection and the publication of these studies.

3. Authorization to continue extending assistance by means of consultation, advice, and speakers to affiliated state and local organizations interested in obtaining or strengthening tenure.

4. Approval by the Association of the reports of investigated cases of discharged teachers contained in the annual report of the Committee.

5. Appropriation for the year 1942-43 of \$10,000 for the use of the Committee on Tenure when and as needed to carry out the tenure program of the Association.

6. Adoption of the policy of giving prompt and adequate publicity in the *Journal of the National Education Association* not only to general articles on tenure but also to reports of specific investigations made by this Committee as well as to accounts of results obtained in local communities thru assistance of this and other welfare committees of the National Education Association.

7. An intensive campaign to prevent the use of the present national emergency as a pretext for violating or breaking down existing tenure laws

or for lowering the standards of the profession by bringing under permanent tenure inadequately prepared teachers.

8. As the only practical means of dissuading trained and skilled teachers from leaving the profession during the national emergency to accept temporarily more remunerative employment in other fields, the Committee urges the extension of tenure.

I move the adoption of this report including the recommendations.

(Motion was seconded by *H. G. Greer*, Alabama.)

President Dahl: Remember, in accepting this report, that it does not include the financial request that comes up with the financial report.

(Motion placed before the Assembly for vote and carried.)

President Dahl: The next report will be that of the Committee on Resolutions, presented by *Mr. Clarke*.

Mr. Clarke: This report in preliminary form was placed before you for your consideration yesterday. I should like to repeat what I said yesterday in regard to the small number of resolutions submitted.

It was the feeling of your Committee that due to the pressing need for an expression of our opinion, with regard to an all-out war effort, we should limit the number of resolutions having to do with the needs of the profession and the schools. I shall read to you the report as it was submitted yesterday and after the reading of each separate resolution shall move for its adoption.

1. *Education and the war*—The National Education Association believes that it is the duty of the schools, as it is of all agencies, institutions, groups, and individuals, to make an all-out effort to win the war. The Association condemns both unwarranted optimism and demoralizing pessimism. It urges the schools to stress the obligation to sacrifice self in order to preserve our freedom and national existence.

The Association commends the adjustment of school programs to meet war needs. It urges increased emphasis upon mastery of the fundamentals and of such subjects and skills as are needed for the effective prosecution of the war.

I move the adoption of resolution number 1.

(*Mr. Collins* seconded the motion.)

President Dahl: Any discussion?

(Motion placed before the House and carried unanimously.)

Mr. Clarke: Here is resolution number 2:

2. *Preservation of freedoms*—The National Education Association recommends that the values for which our country is fighting be held constantly before our students, our citizens, and the oppressed peoples of the world, so that in the peace which follows we may preserve those precious social, moral, and spiritual freedoms which our forefathers won for us, and for which every American is ready to give his life.

I move the adoption of this resolution.

(Motion was seconded by *George W. Skewes*, North Dakota.)

President Dahl: Any discussion?

(Motion carried unanimously after being voted upon by the delegates.)

Mr. Clarke: Resolution number 3:

3. *Financing public education*—The National Education Association reaffirms its position that an adequate program of public education depends upon a combination of national, state, and local support to equalize educational opportunity in the several states and local units. To accomplish this objective the Association recommends that the federal government appropriate aid in proportion to need when state and local maximum effort

to finance education proves inadequate to maintain such minimum program. The Association recommends that federal aid now being granted to education and any subsequent aid be administered thru regularly constituted state and local supervisory units.

I move the adoption of this resolution.

(Motion seconded by *Mary Virginia Morris*, California, no discussion offered, put to a vote of the Assembly and carried.)

Mr. Clarke: Resolution number 4:

4. *Cooperative agencies*—The National Education Association recommends the extension of the joint conferences between its Commission on Defense of Democracy thru Education and representatives of labor, industry, agriculture, and other civic groups, and further appreciates the resolutions recently adopted by the National Association of Manufacturers favoring adequate financial support for education and advocating educational priority along with other essential public services.

I move the adoption of this resolution.

(*Fred L. Witter* of Wisconsin seconded the motion, no discussion, placed before the Assembly and carried.)

Mr. Clarke: Resolution number 5:

5. *Equal rights*—The National Education Association advocates, as a logical extension of the principles of democracy, that men and women shall have equal legal status thruout the United States and every place subject to its jurisdiction.

I move the adoption of this resolution.

(Motion seconded by *Miss Garland*, no discussion offered, placed before the Assembly and carried unanimously.)

Mr. Clarke: Resolution number 6:

6. *Professional needs*—The National Education Association urges the promotion and the protection of sound retirement systems for all educators.

The National Education Association commends school authorities for their efforts to make salary adjustments necessary to meet increased cost of living and urges the extension of this policy in order to retain capable teachers and to maintain a high level of efficiency in the public schools of the nation.

The National Education Association reiterates its opposition to any lowering of standards of certification. In order to meet the rapidly increasing teacher shortage, the Association advocates the establishment of an emergency teacher placement service by the U. S. Employment Service to be operated in accordance with professional standards and in cooperation with representatives of the teaching profession.

I move the adoption of this resolution.

(*Luna Nichols*, Alabama, seconded the motion, no discussion offered, placed before the Assembly and carried unanimously.)

Mr. Clarke: Resolution number 7:

7. *Education of youth in wartime*—The National Education Association endorses the policy of the War and Navy Departments in urging youth to continue in school in order to equip themselves to be of greater service to their country. The Association recommends that competent teachers realize their responsibility, as a contribution to the war effort, to provide adequate instruction for youth.

I move the adoption of this resolution.

(*Mary Arnold*, Kentucky, seconded the motion.)

Mr. Tuggey: I want to call your attention to one word in the second part of this resolution. I object a little bit to the word "competent" because I might be excluded by the use of that word. Why not urge all teachers to realize their responsibility also? I believe we realize our responsibility, but the emphasis should be rather on a greater responsibility than on the simple fact of responsibility itself. I should like to offer a slight amendment to the second sentence, to strike out the words "recommends that competent" and make it read, "The Association urges teachers to realize their greater responsibility."

President Dahl: You have heard the motion that we amend this resolution by striking out the words "recommends that competent" and adding the words "The Association urges teachers to realize their greater responsibility, as a contribution. . . ."

(The motion was seconded by *Mr. Snapp*.)

President Dahl: No further discussion? We will vote on the amendment.

(The motion was placed before the Assembly and carried.)

President Dahl: We will vote on the resolution as amended. Any further discussion?

(Motion placed before the Assembly and carried.)

Mr. Clarke: Resolution number 8:

8. *Appreciation*—The National Education Association expresses sincere appreciation to all groups, organizations, and individuals of the city and county of Denver and the state of Colorado for their friendly hospitality and thoughtful courtesies which have contributed so largely to the success of its eightieth annual convention. The Association is especially indebted to the radio broadcasting companies and to the press for their sympathetic cooperation and assistance.

I move the adoption of this resolution.

(Motion seconded by *Miss Fisher* of California, placed before the Assembly and carried.)

Mr. Clarke: You have heard the resolutions as amended. I move the adoption of the resolutions as submitted and amended.

(Motion seconded by *Mr. Floyd*, placed before the Assembly and carried.)

President Dahl: Now, if there are any new resolutions, they will be presented at this time.

Mr. Tuggey: I present this resolution to you only with the firm conviction that you would wish it to be brought before this Assembly. I will read the resolution:

WHEREAS, We believe in the promotion of credit unions for the protection of teachers who wish to borrow money at reasonable interest, and

WHEREAS, We condemn the practice of some lending institutions in charging high rates of interest,

Be it resolved, That the *Journal of the National Education Association* be instructed not to accept advertising from any lending institution whose total interest during a year would exceed twelve percent (12%) of the principal.

I move the adoption of the resolution.

(*Sam B. Doughton*, South Carolina, seconded the motion.)

Mr. Tuggey: May I speak to the question? Rightly so, I believe, in this convention we have given priority already to those resolutions relating to our national victory effort. That comes first. However, I do believe that there are other matters affecting the teaching profession and teachers as a group, and I speak on one of those matters. We of the National Education Association believe in credit unions; we organize them and promote them. We indicated yesterday that most of us belong to credit unions. We voted to continue the fine work of our National

Education Association committee and accepted its report yesterday. For there are times when even teachers need money and we wish to protect them from the high interest rates that might be charged them and that might provoke further financial distress. But we are a little bit at odds with ourselves; we preach credit unions, but actually our National Education Association *Journal* thru its advertising tells teachers that they should borrow from those who even under the law charge excessively high rates of interest. Our *Journal* is a profit medium for advertisers; one loan company, at least, believes that that is so. If the advertising is profitable, then it is reaching thousands of teachers and it tells those thousands of teachers to do business with institutions whose interest rate may sound inviting, but which actually reaches 25 or 30 percent or perhaps even more a year. There is frequently in the *Journal* a half-page of advertising of a high rate interest company; the pages are paid for by our teachers; the price is thousands of dollars a month, perhaps \$100,000 a year, paid in tribute money to the lenders of these high interest loans. The company pays us somewhere around \$250 a month; but do not be deceived. Our teachers pay for that page, and the price is thousands of dollars.

I am authorized to say to you that the Core Committee of the Committee on Credit Unions of the National Education Association stands four to one in favor of refusing this type of advertising. Monday's larger meeting of the Committee endorsed this particular resolution 100 percent. Many state organizations object to such advertising but the management of the *Journal* has not yet been apprised of our expressed desires. We preach credit unions and low interest; we are under a moral obligation to practice what we preach, to save teachers from added financial distress. Let us be consistent; let us maintain our integrity and let us save hundreds of thousands of dollars in tribute money by passing this resolution.

Mrs. Catharine Barrett: Point of information: Should not this item come up under new business as a motion?

President Dahl: I asked the parliamentarian whether this was new business or should be given now. He thought it should immediately follow the resolution since it is a resolution.

Mrs. Barrett: As a motion rather than resolution.

President Dahl: He moves it; I think it is terminology.

Mrs. Barrett: I think if it came up as a motion rather than a resolution under new business—

President Dahl: He is offering this as an amendment to the resolution. The parliamentarian rules that it is a resolution as such, and so must be acted on.

Mr. Skewes: I would like to call your attention to one general plan of procedure. Our resolutions are expressions of our organization to the public. This resolution which has been submitted, and the essential idea of which I agree with heartily, is a matter of instruction, a business instruction to our Executive Committee. When we look at it from that point of view, I think you will all realize that it is a matter which should be taken up by our Executive Committee and not a thing which is given just newspaper publicity. If we accept this resolution, it will be in effect a resolution merely giving our own employees orders. The resolutions, I believe, are not the proper way to do that. I think that we could accomplish this idea in a better way than to incorporate it in the resolutions. Therefore, I ask you not to vote against the idea but to vote against incorporating it in the resolutions.

Mr. Banks: I move that this resolution be laid on the table with the understanding that I stand ready to second the motion for the same purpose under new business.

(The motion was seconded by *Mr. Smith*, placed before the Assembly and carried.)

President Dahl: Now we will hear the Platform of the organization, and groups of resolutions that have appeared for many years and have been adopted as our Platform, as the next order of business.

Mr. Clarke: Since there are no changes in the Platform, we feel that it is unneces-

sary to read thru it at this time, and so I move the adoption of the Platform as presented.

(Motion seconded by *Mrs. Genevieve T. Kwapil*, California.)

President Dahl: It is usually just a formality to readopt it.

(Motion placed before the Assembly for vote and carried.)

President Dahl: The next order of business is the report of the Board of Trustees. *Joseph H. Saunders*, superintendent of schools, Newport News, Virginia, is the chairman of that Board.

Mr. Saunders: You have just had placed in your hands the Financial Report for the fiscal year ended May 31, 1942. The first matter in the report to which I call your attention is the tabulation on page 1 of the comparative statement showing the assets of the Permanent Funds for the past year in comparison with what they were for the preceding year. You will note from the totals at the bottom of the page that this year our permanent assets are \$913,959.32, in comparison with \$889,778.73 the preceding year, a gain of \$24,180.59. There are some items that are lost in the explanations that follow in the several paragraphs immediately below, which indicate what these changes are and how they came about.

If you will skip to the bottom of the page you will find this statement: "Our total investment in defense bonds within the current year for the Association and its departments has amounted to \$52,100." I thought you would like to know how well your Association is financially supporting the war effort of the nation.

Turning now to page 2, top of the first paragraph there, recounts the final settlement with a bank closed in 1933, in which our deposits were then, and of course we had a loss on that; the final loss on it was \$12,732.64. We had \$74,116.38 in the current fund and forty thousand some odd dollars in the Permanent Fund in that bank. We recovered all of the money except the \$12,000.

Our major accomplishment financially has been the complete clearance of the Association property from debt thru the final payment of the real estate mortgage loan January 30 in the amount of \$23,000. The total investment in real estate, including the administration building and the adjoining garage property, has been \$633,480.50.

Twelve years ago we borrowed \$200,000 from the Penn Mutual Life Insurance Company in Philadelphia to build a headquarters building. We sold \$125,000 worth of our bonds at that time and put \$325,000 into the building. We gradually paid that off until we had an opportunity in the market five years ago to purchase the only remaining piece of property between us and the alley, which gives us control of our entire street now, for \$63,000. Then we borrowed an additional \$63,000 from Penn Mutual and made a new mortgage at that time of \$115,000. The contract was that we could retire one-fifth of that each year altho it could run for ten years.

We retired one-fifth of it regularly each year and this year we had a little ceremony at the Life Membership Dinner last Sunday night, when we burned that mortgage. Your properties are entirely free and you now are millionaires! You will notice in heavy type in the fourth paragraph on page 2: "The maximum payments were made each year and the final payment of \$23,000 made on January 30, 1942. This debt has been paid in full."

Skip now to the next to the last paragraph. I merely wish to call your attention to the fact that the auditor's report which follows this report gives in detail all the receipts and expenditures. The Board of Trustees asks you to read that report with care.

I will comment on two items in it. The last paragraph is important and I put it in black type to call your attention to it especially. You have heard it on this platform two or three times already this morning, and you will perhaps hear it from other committees following, that the interest of every active member must be enlisted if the Association is to carry on its program. It is obvious that gains in membership are the only means of offsetting losses from other sources which cannot be avoided under wartime conditions. Those other losses are primarily

loss in advertising in the *Journal*, because the firms cannot get goods and they are therefore not advertising. We are losing probably \$18,000 or \$19,000 this year in that regard, and losses from exhibits for the same reason, which amounts to at least \$20,000. In other words, somewhere around \$30,000 to \$40,000 of revenue is expected to be lost. The only way we can offset that loss is by gains in membership and it is therefore incumbent upon every member of the Association to do everything in his or her power to secure those additional members.

On page 3 and half of page 4 is set up a table, which I will not read, of the cash balances in our various funds, amounting in total to \$3,984.72. The next tabulation is one of the most important in our report and I wish to take the time to speak to you on that one.

Permanent Fund—Income Account

May 31, 1942

Receipts:

Interest on Bonds	\$3,896.15
Interest on Bank Deposits.....	168.04
Rent—Headquarters Building	43,000.00
Rent—Garage Property	5,100.00
	<hr/>
	\$52,164.19

From those total receipts, our disbursements, as you see listed there, amount to \$3,003.61, leaving a total of \$49,160.58 which we turned over to your operating account this year. In other words, your operating account received from your Permanent Fund Account, \$49,160.58, and that represents a net earning of 6.4 percent on the invested capital of the Association. That \$49,000 is what I wish to call your attention to, because in this convention, since we have burned the mortgage, people have said to me, "What are you going to do with this money that is coming into the Permanent Fund now, since you have paid off your debts?" I will show you right here what is being done with it. It is earning money to run this Association, \$49,000 this year, and if you take \$10,000 out of your Permanent Fund, you take away \$600 of your income for this year and for every year that follows this year. Consequently, you must go on and build up this Permanent Fund until it at least gets to a point where the earnings from this Permanent Fund are the cushion between what you pay in memberships and the total amount of money that you need to spend to carry on your activities. You cannot spend money unless you have it and the way to have it is to earn it and the way you earn it is fourfold: you earn it from exhibits, from advertising in the *Journal*, from memberships, and from the Permanent Fund. The people who want to deplete the Permanent Fund for any current activity are very shortsighted.

Let us turn to pages 10 and 11. On those pages you have set up Exhibit "A," the total assets of the Association, which include the Permanent Fund and the Operating Account. I said a moment ago that you were millionaires. You will see at the bottom of that column that you own as at May 31, 1942, \$1,066,227.99. There is an additional \$80,000 not in there, because it is set up as part of the Retirement Fund and is liable for retirement of our staff.

Now turn to the next pages, 12 and 13. The middle column of page 12 shows you how much money you received this year, from all sources, \$570,929.54. The middle column of the next page (13) shows you how much you spent this year, \$574,773.11, so that you spent this year \$3,843.57 more than you received. You have "gone into the hole" on that amount on your Operating Account.

I understand that the Budget Committee will report a budget for next year on the basis of the total received this year, and with the impending losses, unless we greatly increase our membership, it will be very bad financial business if this Association attempts to budget any items here this morning beyond that total of \$570,929.54.

On page 19, Exhibit "D" sets up in detail the assets of the Permanent Fund. On the next page (20) is set up the types of securities which you own—on pages 20, 21, and 22 you will find itemized the things we own, either in the general funds or in the funds of the several departments. I will not undertake to read those to you, but if you have any questions you want to ask me this morning, I will try to the best of my ability to answer them for you.

On the last page are the properties held for the credit of the Parker Teacher Welfare Fund. Those do not show in our assets, because those are properties received in inheritance and they have not yet been entirely cleared up. When cleared up, they will pass into the Teacher Welfare—Department of Teacher Welfare Fund.

Unless there are questions, I move that the report be received, adopted, and filed.

(The motion was seconded by *Mr. Collins*, no discussion was offered from the floor, the motion placed before the Assembly for vote and carried.)

President Dahl: I am sure you will agree that our finances have been in good hands this year. We will now have the report of the treasurer, *B. F. Stanton*, superintendent of schools, Alliance, Ohio.

Mr. Stanton: It is the business of the treasurer to receive the funds and pay the bills on proper order. The vouchers are first signed by the president, by the executive secretary, and by the president of the Board of Trustees, so that we feel before checks are signed the accounts have been carefully gone over. The checks are countersigned by the executive secretary and signed by the treasurer.

You have copies of the report. I always feel there is little to add after the full and complete report has been given by the chairman of the Board of Trustees and I should like to say here that I feel that the funds are carefully guarded and wisely handled. If you will study the report that has been placed in your hands, you will see that thru the period of years the losses have been inconsiderable, when you stop to think of the times thru which we have passed, and the certified public accountants, Wayne Kendrick & Company, so say in their brief statement on page 23 of the Financial Report:

Auditor's Certificate

On Report of Treasurer

June 17, 1942

Mrs. Myrtle Hooper Dahl, President,
National Education Association of the United States
1201 Sixteenth Street, Northwest
Washington, D. C.

Dear Madam:

We have examined the records of the secretary of your association for the fiscal year ended May 31, 1942, and have checked the cash transactions shown therein to the cash records of the association, and have found them in agreement. We hereby certify that the attached treasurer's report correctly reflects the cash transactions for the fiscal year ended May 31, 1942, and the cash balance at the close of business on that date.

Respectfully submitted,

WAYNE KENDRICK & COMPANY
By Wayne Kendrick,
Certified Public Accountant.

You will understand that the report of the treasurer is a rather condensed affair. We started the year with \$146,367.83. I wish you would remember that as we reach the balance on hand at the end of the year. With cash receipts of \$580,245.34, we pass on to balances of May 31, 1942, a total cash accountability of \$751,749.83.

Disbursements, \$574,773.11; you will find those items largely in the exhibit on pages 14, 15, 16, running all the way from Schedule B-1 to B-2. The items under

divisions there, \$265,330.73 is the total of items under Schedule B running from 15 to 23 and then 25 and 26, on pages 16, 17, 18.

Then there are a few items below there, transfer to Permanent Funds, transfer reserve for retirement, purchase of furniture and fixtures, protested checks, time checks and warrants, office supplies, \$2,903.75. Total for 1942, \$5,523.55. The difference is \$2,903.75.

Then, decrease in liabilities. You will have trouble with that unless you notice that these starred items such as Educational Policies Commission and the Inter-American Affairs—State Department are accounts overdrawn, so if you total those items under decrease in liabilities, you will get a figure larger than \$48,127.00, but take out accounts which are overdrawn and it will give you the figure, namely, the difference between that for 1942 is \$47,355.72, giving a total of disbursements for the year of \$655,648.21; cash balance of \$96,101.62, which if added to the total disbursements gives you the same figure, \$751,749.83, as is indicated as total cash accountability on page 24.

My thought again is this: Will you contrast the cash balance of May 1 this year, which was \$96,101.62, with the balance as of June 1, 1941, \$146,367.83.

I move the adoption of this report.

(The motion was seconded by *Mr. Tighe*, no discussion was offered from the floor, the motion was placed before the delegates for vote and carried.)

President Dahl: We will now have the Report of the Auditing Committee, *Mr. Ganoung* of Arizona, co-chairman.

Mr. Ganoung: This is the report of the certified public accountants, which has already been given. If you wish a copy of this report, write to the office of the National Education Association.

To the officers of the National Education Association and members of the Representative Assembly:

The undersigned members of the Auditing Committee for the year 1941-42, submit that they have received a full and detailed report of the audit of the Operating and Permanent Funds of the Association and of the Treasurer's Report for the current year, made by Wayne Kendrick and Company, Certified Public Accountants, as of May 31, 1942. They have examined the same and are satisfied the records audited are in proper form, complete, and accurate, and recommend the report of the professional auditors, herewith submitted, be accepted as the report of the Auditing Committee to this Representative Assembly.

(Signed) R. A. Ganoung, Co-Chairman
R. Minnie Garff

I submit the report and move its adoption.

(The motion was seconded by *Mr. Cooper*, placed before the delegates and carried.)

President Dahl: I would like to have a statement from *Mr. Sohl* of the Committee on Rules and Bylaws.

Mr. Sohl: Before beginning the consideration of the Budget, which is one of your important items of business, I want to read to you the governing bylaws. These are found on page 61 of your *Manual for Delegates*—Article II, Section 5(e). I shall read the latter part:

. . . The Board of Directors shall approve all bills incurred by itself or by the Executive Committee, or the President or the Executive Secretary acting under the authority of the Board of Directors; shall appropriate from the current funds of the year the amounts of money ordered by the Representative Assembly at the annual business meeting of the same for the work of all special committees of research and investigation authorized and provided for at the annual business meeting, and for all other needs of the Association; . . .

The important thing I wish to emphasize is that your appropriations shall be from current funds during the year.

President Dahl: We will now have the Report of the Budget Committee, by *Mrs. Edith B. Joynes*, principal, Gatewood School, Norfolk, Virginia, chairman of the Committee. While we are passing out this report, I am going to recognize one of our delegates who asked for the floor and I did not see him. He asked for the floor following the report of *Mr. Saunders*.

Leonard W. Joll (Connecticut): I was rather amazed that this did not come from a delegate who has been to the legislative group more times than I have and some of us were not privileged to be at the Life Membership Dinner on Sunday night, but I think we certainly owe a great deal to *Mr. Saunders* for having worked tirelessly and most faithfully on the Board of Trustees for over twenty years. When he made our statement this morning of our present financial condition, we certainly owe him more than an ordinary vote of confidence, approval, and good feeling. I feel every one in this audience should rise in deep appreciation for the sincere, excellent, and "super" work that *Mr. Saunders* and his Committee have done in bringing us to our present situation.

(The Delegate Assembly arose, applauding, in an expression of appreciation to *Mr. Saunders* and his Committee.)

President Dahl: We will now proceed with the Report of the Budget Committee.

Mrs. Joynes: Will you open your Budget Report to page 2?

Budget Data and Recommendations for 1942-43:

1. Amounts recommended for 1942-43 equal the income for 1941-42, \$570,929, which is \$16,707 less than the income for 1940-41.

2. Amounts recommended for 1942-43 are \$29,208 less than the amount of expense authorized in the budget of 1941-42.

3. Expenditures for 1941-42 are \$3,844 more than the income for 1941-42, but are \$25,364 less than the amount of expense authorized in the budget of 1941-42.

In other words, you are in the red \$3,844, but the expenditures are \$25,364 less than the amount of expenses authorized in the 1941-42 budget. Your Executive Committee, president, executive secretary, and Board of Trustees carry on the business from one convention to another. It looks to me as tho they have done a necessary piece of work, because you see that we did not expend the amount authorized in the budget of 1941-42. That is, we lack \$25,364.

There is something I would like to say at this time, because I want you to be thinking about it. You remember that last year, after the report of the Budget Committee, additional money was asked for. Everyone said that it would be easy to increase membership 20,000. We increased the membership only a little over 6,000 and that only leaves, for real money that can be used for our expenses, \$5,000, so when we talk about increased membership, it means a great deal of work, and everybody must work. This year, even with the budget that we have prepared, unless each one of you returns home and does a tremendous amount of work, we certainly will not be able to meet the budget that we are suggesting today.

Now turn to page 11, the income statement. You can look at all of it, but I am going to read only what we have proposed for this year.

Membership dues	\$432,294
Journal advertising	43,933
Exhibits (net)	19,830
Honorariums	1,285
Rentals	3,273
Sales of publications.....	10,721
American Education Week.....	9,994
Permanent Fund—net income.....	49,161
Sundry income	439
Total.....	\$570,929

May I ask *Mr. Givens* a question? Will it be satisfactory to take this now and if they want any other explanation?

Secretary Givens: Yes.

Mrs. Joynes: Suppose you look over the general budget at the top of the page. You will notice we have given you the amounts expended for the four years previous and in some cases you will notice changes. In many instances we have cut down on travel, because we do know that you probably cannot travel as much next year because of tires, if you live in my section, because of gas rationing, and in some places there has been a slight increase, because of salary increments of people working at NEA headquarters, the same as perhaps all of you work on in this Association, so there may be some increases, slight ones.

Appropriation	Recommended appropriation
	1942-43
Board of Trustees.....	\$ 600.00
Executive Committee	5,000.00

The reason that has been lowered is that last year the convention was held in Boston and this spring in San Francisco, which made it more expensive.

Elected Directors	\$10,000.00
Office Expense for President.....	250.00
Executive Secretary's Office.....	32,518.00
Publicity Section	15,074.00
Division of Accounts and Records.....	40,009.00
Division of Membership.....	11,815.00
Promotion and Maintenance of Membership.....	17,000.00

There you find we cut down a little because we feel that perhaps there are many 100 percent places where we can cut down on the number of letters it will be necessary to send out from NEA headquarters without affecting our membership.

Division of Field.....	\$12,730.00
Division of Business	26,368.00
Division of Affiliated Associations	7,829.00
Division of Publications	33,780.00
Division of Administrative Service	9,635.00
Division of Research	64,281.00
Division of Rural Service	10,350.00
Physical Plant	58,600.00
General Office Expenses.....	8,990.00
Annual Conventions	6,250.00
Journal of the NEA.....	88,500.00
Other Publications	20,100.00
Expenses of Delegates.....	9,000.00
Association Membership Fees.....	100.00
Retirement Annuities and Insurance.....	10,750.00
Departments	17,800.00
Committees	18,400.00
Educational Policies Commission.....	13,000.00
National Committee on Education and Defense.....	1,000.00
National Commission for Defense of Democracy thru Education	20,000.00
Secretary's Contingent Fund.....	1,200.00
	<hr/>
	\$570,929.00

Some of you may notice a difference in the National Commission for Defense of Democracy thru Education. That office, of course, was set up in September of last year, therefore you find the difference which is \$20,000, and if you will turn back to that particular item, on page 10, item 29, you will notice that the amount recommended for 1942-43 is \$20,000 and then if you will look at the footnote, \$7,000 additional to be made available if sufficient income from increased membership warrants it.

I move the adoption of the Report of the Budget Committee.

(The motion was seconded by *Mr. Robinson*.)

President Dahl: Is there any discussion? This is the time for all amendments, all requests for money to come in. I recognize *Mr. Cram*.

Mr. Cram: I am asking you, if you please, to turn to item number 23, on page 9 of your Report of the Budget Committee. We notice that there is only one item included under that heading and that is for our annual payment of dues, the American Council on Education. For a good many years we have been members of the World Federation of Education Associations. The last few years we have made a regular appropriation of \$100 as a token of our interest in their affairs. You will notice that that has been omitted this year. Yesterday the Board of Directors took action with some opposition, looking toward the possible payment of our dues to this organization or of some assistance to them in case we should see any way in which we could cooperate.

I do not want to take your time to make an appeal to you; if, however, this proposition is attacked, I shall ask permission to present the point of view of the majority of the Board of Directors. I am asking that this amendment be offered to the Report of the Budget Committee in connection with Item No. 23: The Executive Committee is hereby authorized to use an amount not to exceed \$1,000 to support the work of the World Federation of Education Associations in case an emergency should arise which in the opinion of the Committee justifies such appropriation.

I move the adoption of this amendment.

(The motion was seconded by *Miss Collins*, no discussion offered from the floor, placed before the Assembly for vote and carried.)

President Dahl: Will someone move the adoption now of Section 23, which is Membership Fees, as amended?

(Motion so made by *Mr. Banks*, seconded by *John R. Rushing*, Washington, and carried.)

President Dahl (after conferring with *Parliamentarian Bottolfson*): The parliamentarian thinks we can expedite this if *Mrs. Joynes* will present each item, take them section by section, and then the people who are interested make their amendments at that time.

Mrs. Joynes: I move the adoption of Item No. 1. Amount recommended for the Board of Trustees, \$600.

(Motion seconded by *Linton Melvin*, Illinois, and carried.)

Mrs. Joynes: I think I will read the amount, so you will know. I agree that you are all in a hurry.

President Dahl: We have accepted the amounts already.

Mrs. Joynes: I move the adoption of Item No. 2, Executive Committee.

(Motion seconded by *J. D. Williams*, Alabama, and carried.)

Mrs. Joynes: I move adoption of Item No. 3. Elected Directors.

(Motion seconded by *Mr. Collins* and carried.)

Mrs. Joynes: I move the adoption of Item No. 4, Office Expense for President. (Seconded by *Mr. Floyd* and carried.)

Mrs. Joynes: I move the adoption of Item No. 5, Executive Secretary's Office. (Motion seconded by *Mr. Trent* and carried.)

Mrs. Joynes: I move adoption of Item No. 6, Publicity Section.

(Motion seconded by *Mr. Greer* and carried.)

Mrs. Joynes: I move adoption of Item No. 7, Division of Accounts and Records.
(Motion seconded by *M. Daisy Brown*, Minnesota, and carried.)

Mrs. Joynes: I move adoption of Item No. 8, Division of Membership.
(Motion seconded by *M. P. Gray*, Alabama, and carried.)

Mrs. Joynes: I move the adoption of Item No. 9, Promotion and Maintenance of Membership.

(Motion seconded by *Ernest Giddings*, Michigan, and carried.)

Mrs. Joynes: I move the adoption of Item No. 10, Division of Field.
(Motion seconded by *Marguerite Morse*, Florida, and carried.)

Mrs. Joynes: I move adoption of Item No. 11, Division of Business.
(Motion seconded by *Genevieve Johnston*, Minnesota, and carried.)

Mrs. Joynes: I move adoption of Item No. 12, Division of Affiliated Associations.
(Motion seconded by *Mr. Gray* and carried.)

Mrs. Joynes: I move adoption of Item No. 13, Division of Publications.
(Motion seconded by *Mrs. Welch* and carried.)

Mrs. Joynes: I move adoption of Item No. 14, Division of Administrative Service.

(Motion seconded by *Christie Clark*, Alabama, and carried.)

Mrs. Joynes: I move the adoption of Item No. 15, Division of Research.
(Motion seconded by *Miss Brown*, New Jersey, and carried.)

Mrs. Joynes: I move adoption of Item No. 16, Division of Rural Service.
(Motion seconded by *Mr. Wilson*, New York, and carried.)

Mrs. Joynes: I move adoption of Item No. 17, Physical Plant.
(Motion seconded by *Nell Lawler*, Mississippi, and carried.)

Mrs. Joynes: I move adoption of Item No. 18, General Office Expenses.
(Motion seconded by *Miss Rio*, Indiana, and carried.)

Mrs. Joynes: I move adoption of Item No. 19, Annual Conventions.
(Motion seconded by *Miss Gabriel Houston*, Mississippi.)

Kenneth R. Brown (California): In the event that there might not be a convention next year, if these two items in connection with expense of conventions and delegates' expenses might not have a rider attached to them, that in that event they could be put into this fund for the Defense of Democracy thru Education? I thought we might consider that at this time before we simply pass upon it.

President Dahl: Under our constitution and bylaws, the Executive Committee already has the power to do that.

(No further discussion was offered, the motion for adoption was placed before the Assembly for vote and carried.)

Mrs. Joynes: I move the adoption of Item No. 20, *Journal of the National Education Association*.

(Motion seconded by *Mrs. Kate L. Boyce*, Ohio, and carried.)

Mrs. Joynes: I move the acceptance of Item No. 21, Other Publications.
(Motion seconded by *Mr. Gray* and carried.)

Mrs. Joynes: I move the acceptance of Item No. 22, Expenses of Delegates.
(Motion seconded by *Mr. Snapp* and carried.)

Mrs. Joynes: I move the acceptance of Item No. 23.

President Dahl: That has already been approved.

Mrs. Joynes: I move acceptance of Item No. 24, Retirement Annuities and Insurance.

(Seconded by *Mr. Williams* and carried.)

Mrs. Joynes: I move the acceptance of Item No. 25, Committees.
(Motion seconded by *Sara C. Ewing*, Indiana, and carried.)

Mrs. Joynes: I move acceptance of Item No. 26, Committees.
(Motion seconded by *H. A. Lachat*, Pennsylvania.)

Mr. Gayman: You will recall yesterday that a request of the National Council on Teacher Retirement was for an appropriation of \$5000 or as much thereof as necessary to be used for publishing and disseminating information on teacher

retirement and for assistance upon request to such states as request assistance in the establishment or operation of local or state teachers' retirement systems.

May I say, for the assurance of the Representative Assembly, that the Budget Committee has agreed or assured the National Council and the interested group from Ohio that this amount will be available without further action by this body.

I am therefore not asking for an amendment.

(Motion on the acceptance of Item No. 26 was then placed before the house for action, and motion carried.)

Mrs. Joynes: I move the acceptance of Item No. 27, Educational Policies Commission.

(Motion seconded by *Miss Ewing* and carried.)

Mrs. Joynes: I move acceptance of Item No. 28, National Committee on Education and Defense.

(Motion seconded and carried.)

Mrs. Joynes: I move acceptance of Item No. 29, National Commission for Defense of Democracy thru Education.

(Motion seconded by *Marjorie Parnell*, Indiana, and carried.)

Mrs. Joynes: I move the acceptance of Item No. 30.

(Motion seconded by *Mr. Cooper* and carried.)

Mrs. Joynes: I move we adopt the report as amended.

(The motion was seconded by *Mr. Trent* and carried.)

President Dahl: Are there additional amendments to this budget? (None were offered.) That finishes the Budget Committee report. Now we come to new business. Applications for departmental status. *Miss Jelinek* asks for unanimous consent to return to the Tenure Report for just a minute to insert two words that were inadvertently left out of the introductory statement.

Miss Jelinek: In the statement on the inside cover, giving the interpretation of the word "teacher," I move to amend by striking out the word "and," after the word "high school," and inserting after the words "junior-college" three words, "college and university," so as to include all teachers in the statement.

Miss O'Connor (Massachusetts): I wish to second the motion for amendment as stated by the chairman of the Committee on Tenure.

(No discussion was offered; motion was placed before Assembly and carried.)

Miss Jelinek: I move the adoption of the report as amended.

(The motion was seconded by *Miss O'Connor* and carried.)

President Dahl: I want to make an announcement. Somehow or other there seems to have been a mistake as to the hour of voting. The polls are open today. As you know, we want all the delegates to vote and the hours should have been stated 8:00 A.M. to 3:00 P.M. I understand that on some of the tickets it said 8:00 A.M. to 2:00 P.M. If that is true, it should have read 8:00 A.M. to 3:00 P.M. according to our constitution and bylaws.

We will now proceed to the next item of business, which is the matter of applications for departmental status. On the first one, Junior Colleges, the action on this application by the Board of Directors was that the action be deferred until the next annual meeting, the reason for that being that there are a number of things we would like to be sure have been worked out by a joint meeting of the two groups to clarify the constitution and bylaws in our own interpreting. There will be no action on it. The next one is the American Industrial Arts Association.

Mr. Cram: I have been instructed by the Board of Directors to inform you that the American Industrial Arts Association has complied with all the requirements, has been held in abeyance for a year, has complied with everything set up by our constitution and bylaws, and I therefore move, on behalf of the Board of Directors, that the American Industrial Arts Association be accepted in full departmental status in the National Education Association.

(Motion was seconded by *Mr. Collins*, placed before Assembly and carried.)

Mr. Cram: In connection with his work as chairman of the Commission for the Defense of Democracy thru Education, *Mr. Myers* has come to the firm conclusion

that we must have the cooperation and assistance of higher education. For many years we had a functioning department in that field but it has gradually worked itself into nonexistence. However, since this is merely a matter of reinstating a department which has lapsed, the parliamentarian informs us that all that needs to be done is to vote by majority vote to retain that department. I therefore move for the re-establishment of the Department of Higher Education as a full department of the National Education Association.

(The motion was seconded by *Miss Samuelson*, no discussion offered, placed before the delegates for vote and carried.)

President Dahl: That closes the item of departments. We will now go to new business. Before we do that, I thought you would be interested in knowing we have 1293 registered delegates. Second, we printed 6500 programs and they were all distributed the first day. That is just a little indication of what our attendance is. We are not sure yet, but those programs were all distributed to people who came in and asked for them.

Now, according to the motion that we made on *Mr. Tuggey's* resolution—you remember we deferred it until we were under new business—since that motion was made, it gives *Mr. Tuggey* preference to present his matter for the first item of business, so I recognize *Mr. Tuggey* of New York.

Mr. Tuggey: Since the complete resolution was read before and I present it now simply as a motion, may I read just the effective part of it to remind you:

Be it resolved, That the *Journal of the National Education Association* be instructed not to accept advertising from any lending institution whose total interest during the year would exceed 12 percent of the principal.

May I remind you again that we believe in credit unions, we promote the loaning of necessary monies at low rates of interest, and yet we are actually advertising the loan sharks. I use that word with charity because, after all, they are operating under the law. But an interest rate of 42 percent per year, as we have in some states, is unnecessarily high interest. Remember again that the teachers of the country quite possibly are paying today \$100,000 a year for that half-page advertisement that we now carry in our *Journal*. Again I suggest to you to be consistent, to maintain our integrity, to save our own money. Let us pass this motion.

Mr. Banks (Alabama): In accordance with my agreement just now and also in agreement with my own sentiments on this motion, I wish to second it.

Mr. Burnham: I hesitate to speak on this motion for fear of being misunderstood, but I wonder if the gentleman knows the implications of his motion as it carries over with the business side of this situation. I am thinking of General Motors Corporation, Chrysler Corporation, any finance corporation that has such a situation. I wonder if the time of this Association should be taken up with minutia of that sort when it should be left to the business office of this organization. I think that is going to take us so far afield that I recommend it be left to the Committee on Ethics or to the business management of the Association rather than for this Assembly to attempt any such thing.

I am opposed to the motion.

Hugh Nixon (Massachusetts): If I heard the motion correctly, I think it will lead to a great deal of misunderstanding because of its wording. It seems to me that the word "annual" ought to be in there, because 12 percent of the principal is subject to two constructions. I think if we made the motion read "suitable annual rate of interest," it would be less subject to misunderstanding.

President Dahl: Do you accept that suggestion, *Mr. Tuggey*?

Mr. Tuggey: I do not quite understand the suggestion. May I read the part again: ". . . whose total interest during a year would not exceed 12 percent of the principal. . . ."

Mr. Burnham: I move the question be laid on the table. This is evidence of what it may lead to.

(The motion was seconded by *Mr. Collins*, and placed before the delegates for

vote. The Chair was in doubt as to the vote; division was called for. One of the delegates asked to have the motion restated.

President Dahl: If you are standing now, you are voting to table this motion that has been made by *Mr. Tuggey* of New York. A majority will pass it or defeat it.

(The vote was then counted.)

President Dahl: The motion: 362 for tabling; 214 against, so it is tabled. Any other item? I recognize *Miss Adair* of the Committee on Rules and Bylaws.

Cornelia Adair (Virginia): Our chairman, *Mr. Sohl*, has given me the privilege of presenting to you the amendments that are offered for consideration next year. These amendments will be printed in the October *Journal* and again in the April *Journal*.

There are two that we inherit from this session that are postponed by request of their authors. One had to do with the waiving of the \$5 affiliation fee under certain conditions; the second one had to do with adopting the Hare system of proportional representation in the election of the members of the Executive Committee. The authors of these two amendments asked that they be deferred until next year.

There are two new amendments. I will read them in the order of their introduction. This one is presented by two of our delegates from New York and it reads as follows:

Any city with a population of 5,000,000 or more maintaining a membership of 5000 or more in the National Education Association shall have a director on the Board of Directors of that Association, provided, however, that a state in which such a city is located shall not be entitled to a third member on the Board of Directors by virtue of having a membership in excess of 20,000.

This is signed by *Rachel Evans Anderson* and *Martin Wilson* of New York.

The other amendment is to amend Article XI, Section 1, which has to do with amendments of the constitution by adding this sentence:

No amendment either in its original form or in substance which has been defeated at an annual meeting of the Representative Assembly may be renewed except after a lapse of one regular meeting of the Representative Assembly or by a two-thirds vote of the delegates of the Representative Assembly.

And that is signed by *M. J. Clarke* of Kentucky and *J. C. Chapel* of Wisconsin.

All four of these amendments will be printed in the October and April numbers of the *Journal of the National Education Association*.

President Dahl: I now recognize *Mr. Givens*.

Secretary Givens: I have just two matters to place before you. First, I would like to read to you a suggested message to the teachers of Hawaii. Hawaii, as usual, has a delegation here this year, but its delegation because of the war situation is made up of people who were on exchange in this country when the war broke out. Hawaii has had the policy for many years of exchanging from twenty-five to fifty or seventy-five teachers a year. Their teachers come here for a year, and teachers here go over there, and so the ones that are here this year representing Hawaii are people who were on the mainland on exchange when the war started. We regard them highly, but they do not have the *leis* and music that we are accustomed to, so we are sending a message back to all our fellow workers in Hawaii. You know they have been either at, above, or very close to 100 percent over there for years in the National Education Association.

The island of Hawaii—so far as I know, the big island—is the only place that has of its own accord a regulation that you cannot join the local association unless you join the territorial and the national. You take the three or you do not take anything.

To all members of the National Education Association in Hawaii, *nei*: The National Education Association, convening in its eightieth annual session in Denver, Colorado, is keenly sensitive of the absence of the charming and colorful delegation of teachers from Hawaii.

We are indebted to the National Broadcasting Company for its courtesy in bringing to us a fine speech from your superintendent of public instruction, the *Honorable Oren E. Long*.

Every teacher under the American flag resents the treacherous attack on Pearl Harbor, an attack which shocked freedom loving people everywhere. The task of defeating Japan and its Axis partners may be long and arduous, but in ultimate and complete victory we have absolute faith.

Every member of your great national organization on the mainland joins with you in this titanic struggle for the preservation of freedom and of our American way of life. We will stand and fight with you to a man until your *pillikas* are *pau*, your beautiful islands fully protected, and your charming people again assured of the freedom and justice guaranteed by the Stars and Stripes. *Aloha Nui Loa*.

Madam President, I would like to move that this message be approved and sent to the teachers of Hawaii.

(*Emma Rogers*, Illinois, seconded the motion, which was placed before the Assembly for vote and carried.)

President Dahl: We have in one of the delegations *Mildred Blair McCandliss*, a teacher from Hawaii, who went thru the attack on Pearl Harbor.

Secretary Givens: We are living in an age of cooperation. We have been working for some time to get a broadcast arranged for next year that we hope, if approved, will go into every high school within reach of the broadcasting chain and into as many seventh and eighth grades as can be reached. This program, if approved, will be a half-hour program each week for thirty-six weeks, beginning the last week in September or the first week in October and running consecutively for thirty-six weeks except two weeks off at Christmas time.

This program will be a half hour long; it will begin with military music, followed by military progress summary of the week, and while we are asking the United States Army to do this, it is understood that the United States Army will broadcast each week the military progress of the war, whether it be Army, Navy, Air Corps, or what. It will give a complete picture of the military progress of the week. This will be followed by the outstanding story of the week, the hero of the week, whoever he happens to be, the man or woman who stands out that week as having done a great piece of work. Then we will follow the emphasis of the week as far as our own government is concerned. That could apply to rubber, gas, war bonds, whatever ought to be stressed that week, as far as schools and school children are concerned. As many of these as possible will be broadcast from a national shrine, wherever it is convenient to do so, such as the Lincoln Memorial or any other of our great national shrines, believing that without saying anything about it, much idealism can be built by having some of those broadcasts from some of our great shrines of the past.

Then we will follow with just a sentence—spot news of the high school that is doing something outstanding in the war effort—simply a sentence that this high school of this city has done so and so during the week or is carrying on this program and where possible, and as often as possible, we will end the program with high-school music by actual high schools here, there, and yonder thruout the country.

With that as a background, I would like to read this proposed letter—if it has your approval, it will be sent on immediately—and I have every reason to believe that if this invitation is extended by our Association it will be accepted and radio programs will be ready the last week of September:

July 2, 1942.

Major General Alexander D. Surles
Bureau of Public Relations
War Department
Washington, D. C.

My dear General Surles:

The influence that the Army Hour is having upon the thinking of our civilian population has been watched with interest by educators thruout the country. This thinking has resolved itself into an objective feeling that the War Department has a distinct message for the high schools of the United States inasmuch as the high-school segment of the nation is a reservoir of manpower for all phases of the war effort.

We believe that an enlightened approach to the secondary-school area can be effectively carried on by the War Department and the National Education Association with its 29 departments, its 30 nationwide committees, commissions, and councils, its 52 affiliated state, district, and territorial associations, and its 1200 local affiliated associations, and we are conveying to you an official invitation adopted by our Association meeting in its eightieth annual convention in Denver, Colorado, on July 2, 1942, to present to the high schools of the nation a weekly broadcast of 30 minutes, reinforced by an appropriate weekly mailing of an adapted Army Orientation Map of the Week for the schools. Thru the medium of radio and the use of such a map, the students can be motivated to a sincere spirit of participation in the war effort and can be oriented in relation to their place in the total picture.

It is important to reach the students in high school and in the seventh and eighth grades of the elementary school because they may later actually be fighting in the war in which we are at present engaged, and also that these students are concerned with the transition period following the war and the upholding of the nation's ideals in the years that follow.

This program can be developed over one of the national networks; and thru the invitation of the National Education Association, its departments, committees, commissions, councils, and affiliated organizations, it will be possible to reach millions of students. Many schools will be glad to program this particular radio program as a part of their weekly school program.

In closing I would like to urge upon you the earnestness of this invitation and the significant contribution which can be achieved in this kind of cooperation. The National Education Association stands ready to lend its active counsel and support to this endeavor.

Most sincerely yours,

Willard E. Givens, Executive Secretary
National Education Association

I do not know how many of you know what that is (holding up a map), but every reading room where the Stars and Stripes wave has each week a military map showing the scenes around the world, wherever military action is going on, and carries with it many pictures, as this does, of some of the great events that have just happened. These are sent out every week by the Army to every reading room in every camp and we hope and believe that, if this radio program goes thru, every high school and every elementary school that is cooperating and broadcasting in receiving these programs can be sent a copy of this map weekly by the United States government.

I would like to move the approval of the extension of this invitation to *Major General Surles*.

(The motion was seconded by *Miss Samuelson* and carried with unanimous vote of the Delegate Assembly.)

Secretary Givens: There is one other radio program that I would like to present. Many of you have had the pleasure of visiting Williamsburg, Virginia, and seeing the restoration of the Colonial Village at Williamsburg, done largely

thru the good graces of *John D. Rockefeller III*. The Williamsburg organization is now planning a series of radio programs that will be built around the high spots of Virginia history and there are many spots in Virginia history which have great lessons for us in these days. This program, if approved by us, will be put on by that organization at no expense to us, as these others will be at no expense to the National Education Association, but put on with the cooperation of the National Education Association and the United States Army.

I would like to move that we adopt the policy of also cooperating in this other series of radio broadcasts.

(The motion was seconded by *Flora Jane Macdonald*, Wisconsin, and carried.)

Secretary Givens: There are just three or four other matters. We have been treated royally in Denver this week so it gives me great pleasure, on behalf of the Association, to express for the officers and for the membership thruout the country our deep appreciation for everything that has been done by the city of Denver, by Colorado, and by the Rocky Mountain region, but particularly by the Denver school people in making this convention a great success.

Because of our great pleasure, I hate to add this touch of sadness, but such is life. Members of the National Education Association, assembled in the midst of their eightieth annual convention, are saddened to learn of the death of *Mrs. Agnes Tamman*, co-owner of the *Denver Post*. *Mrs. Tamman* has long been known for her philanthropy. Thru her generosity and her support of the Children's Hospital of Denver, thousands of children have been able to face life with renewed hope and restored health. She will be missed as a person whose life has been one of service to humanity. The *Denver Post* has given us fine support during our convention, and I bring you this with regret.

The Board of Directors, those going out and those coming in, will meet at the Brown Palace Hotel tomorrow morning in the Onyx Room at 7:30 for a meeting of the Board of Directors. We hope that both the outgoing directors and the incoming directors can be there. That is where we transact most of our official business for selection of convention city, election of various members, and so forth.

Also, I want to remind the Board of Directors and the state secretaries that we are having our postconvention conference of state secretaries and directors of the National Education Association. We hope that both groups can be present.

The last item I want to report and the most pleasant is that we all owe a great debt of gratitude to our president, *Mrs. Dahl*. (The delegates arose, applauding.) I could take much of your time to tell you about *Mrs. Dahl*, but actions speak louder than words. Her year's program speaks for itself. It has been a great pleasure for me to have had the opportunity of working with her thruout the year.

John Rushing (Washington): The applause a few minutes ago in connection with the message to Hawaii, of course, was from our hearts. I move that a message similar to the one just authorized for Hawaii be framed by *Secretary Givens* and transmitted to the Alaska teachers.

Mary Virginia Morris: Since I was going to make that motion, I am happy to second *Mr. Rushing's* motion.

Mr. Sutton: I wish to include also a like message to those members in the exiled possessions—the Philippines, Puerto Rico, and others—because they are entitled to delegates here and we ought to give them a message of reassurance and loyalty.

(*Mr. Rushing* accepted the amendment, the motion was placed before the Assembly for action, and carried with a rising, applauding vote.)

John H. Griffith (California): The Affiliated Teacher Organization of Los Angeles, which organization is representative of some 10,000 teachers and of which group I have the honor of being president, wishes to submit to the Representative Assembly a proposal which we believe carries great implications by way of implementing the Good Neighbor Policy which has been enunciated so often by the President of the United States. I therefore wish to present the following motion that

the National Education Association conduct a study of teacher-travel and teacher-exchange in order to foster and improve goodwill and a better understanding between the United States and the other nations of the Western Hemisphere.

(The motion was seconded by *Alice L. Vail*, Arizona, placed before the delegates for action and carried.)

Mr. Saunders: So many felicitations have been given up here this morning that I would like to add just one. I want to express my appreciation of that wonderful pageant which we saw at the Red Rocks last night, and to make the record straight I want to correct our Denver people on their history. They said that they began their American history in 1620 with Pilgrims. I want to remind them that in 1619, one year before the Pilgrims landed on Plymouth Rock, an elected assembly was making laws for the Colony of Virginia at Jamestown.

President Dahl: I was so afraid that *Mr. Saunders* was not going to make that announcement and correct us! I will now recognize *Mr. Jones*.

Leslie L. Jones (Virginia): I asked *Mrs. Dahl* to announce me as *Jones* because I am anxious to remain anonymous this morning. I will take only a few minutes, but I think I have something important to say. An old British sergeant once told me, "Keep your head down and volunteer for nothing." Well, I should be keeping my head down this morning, but sometimes things have to be said. No one has said it yet and I want to come up here and say just a word solely in behalf of 75 percent of you who have been here for the first time and I am one of those.

I was going to read a short article, but I will tell you what it is. It was in *Life* magazine on May 25 and entitled, "Democracy Will Survive If Even Congressmen Have To Walk." It goes on to say that this country is in the shape that France was before it fell. The author says that we are fortunate in having our top leaders, the leaders of the two big parties, aware of this and they have been urging us to be aware of it all the time. But then he goes on to say this: ". . . the second line of American leaders, leaders in Congress, in foreign groups, in schools and colleges, are failing us."

That was in May. I came out here chiefly for this reason: I felt a little ashamed to drive 2000 miles, but I came up here with the thought, "Maybe this man is wrong." I have been keeping my ear to the ground these four days and I believe he is right. You are leaders, even classroom teachers are leaders, and I do not see the spirit. We have passed some lovely resolutions—like I tell my children, "When you say, 'Keep 'em Flying,' you think you have done something," but all you have done is use two, three words—in reality you have not done a thing.

I saw a sign down on Seventeenth Street, "Tanks do not fight in factories," and these words, including my own, are not going to win the war but I have a suggestion. I will give you one instance where I know we are not awake. I have been fighting my superintendent for five years about this war, telling him it was coming, year after year, and of course, he always gave me the old administrative ha-ha. One day he said, "I believe Jones is right—maybe." Maybe! Gracious! He used to say, "Jones is batty about this thing."

Here is my suggestion: We are going home. Some of you are going to conferences. We like to keep up our morale. Some folks spend all their time keeping their morale up, but you are going to find the best morale is in the shock troops down at the front. Why can we not go home, ask our schoolboards to let us, as teachers, do something about the situation? There are plenty of children rarin' to go. We could open classes for them, explain to them what is going on. Some of them have no idea why we cannot have classes for adults on our own time, with no recompense. If you have a job, all right, then why can we not get those kids together, go around salvage this rubber? "The rubber salvage was a flop," he said. I am willing to do it in my school and that will be something concrete you can do instead of keeping on talking and talking.

President Dahl: Is there any other new business? If there is no other new business, I would like to say that I appreciate very much, more than I can tell you, the

tribute that you paid to me, but more than that, as *Mr. Givens* said, I appreciate your fine cooperation and help. I cannot tell you how much has meant the confidence and assurance with which you have made it possible for these meetings to go on. It is no credit to me; it is a credit to the Delegate Assembly who has worked so loyally for the folks back home.

And now, when you go home, will you go home determined that next year the National Education Association is not only going to double its membership but is going to have the biggest membership in history for these trying times ahead of us. Know that no matter what happens your officers in Washington are for you and all you have to do is ask for service. United we are going to win this thing for the children of this country!

Thank you, and I declare this eightieth session adjourned!

(The meeting then adjourned, at 12:10 P.M.)

Fourth Business Session, Thursday Evening, July 2, 1942

President Dahl: If you have brought your programs with you and will look on page 81 you will see there our Membership Honor Roll. I have asked *Mr. Givens* to present that roll to you.

(*Secretary Givens* read the report which will be found on page 482 of this volume.)

President Dahl: Each year the National Education Association has felt that it wanted to give to the person who has served that year, the year previous, as president of the Association, some little token of remembrance and appreciation for the service they had rendered. In thinking over what might be an appropriate gift, the Board of Directors of the National Education Association spent several years studying the problem and finally decided that the most cherished gift would be a parchment roll stating the year in which the presidents served and the appreciation of the Association.

My predecessor in the Association was *Donald DuShane* of Indiana. *Mr. DuShane* needs no introduction to this group. He is a man of vision, a man of integrity, a man who dearly loved our Association and spent his best thought and his best time for many years prior to becoming president in serving the Association wholeheartedly, in making of it the great education association that he had always envisioned. With the greatest appreciation for his service, with loving remembrance of all the things he did for us, and rejoicing that he is still in the field working as the secretary of our new commission, which during the past year has done so much for education, it is my privilege to present to *Mr. DuShane* our parchment scroll, showing our appreciation to him for his services.

It is my pleasant duty and my greatest privilege that I, a classroom teacher, who has worked with you these many years, have the privilege of presenting to you this parchment. On it is written:

To Donald DuShane, president of the National Education Association of the United States, 1940-41, this testimonial is presented in recognition of distinguished service to the Association.

It is signed by *Mr. Givens*. I can think of no greater privilege than for me to present this to you.

Donald DuShane: Thank you very much.

President Dahl: In thinking over the token, something that the past-presidents might have, we decided that with the scroll should go a past-president's key. The key was given for the first time, as I recall, to *Miss Woodruff*. Then we realized that many past-presidents who had given such outstanding service and who year after year had served in our Association, giving advice and helping, realizing the Association could never have grown to be the Association it is today if every president in every year had not given of his best thought and best intent—those

who go after them are only privileged to build upon the fine foundations that they have laid—so we wrote to the past-presidents, urging them to attend this convention. We wanted to give to all who had not received this key this emblem tonight and we are happy to have eleven past-presidents here.

Mr. Hunter had to leave and so we gave him his key this morning. We thought Mr. Lamkin would be here but found he had to go home. We had not realized he was going until he had gone, so we will mail his to him. I am going to present these emblems in the order in which they served the Association.

The following past-presidents please come forward to receive their keys: *Charl O. Williams*, Tennessee, 1922; *Cornelia Adair*, Virginia, 1928; *E. Ruth Pyrtle*, Nebraska, 1930; *Willis Sutton*, Georgia, 1931; *Florence Hale*, Maine, 1932; *Henry Lester Smith*, Indiana, 1935; *Agnes Samuelson*, Iowa, 1936; *Orville C. Pratt*, Washington, 1937; and *Donald DuShane*, Indiana, 1941. *Miss Hinrichs*, who served in 1940, is here but she received hers last year. *Miss Hinrichs* is from Louisiana. It is a privilege on the part of the Board of Directors of the Association and a great honor to present these emblems to these past-presidents.

Since early this morning there has been going on our own election and we have been anxious to know which one of the two people who had served on our Executive Committee had been chosen by the delegates present to serve our Association as leader for next year. We will get the report from *Everett Keith*, who is chairman of the Committee on Elections.

Mr. Keith: The Committee on Elections reports that the following have been elected as state directors: *Alice Vail*, Arizona; *W. F. Hall*, Arkansas; *Louise Beyer*, California; *Albert Merriam*, Connecticut; *C. Marguerite Morse*, Florida; *James R. McDonough*, Hawaii; *Gerald W. Kirn*, Iowa; *L. P. Terrebonne*, Louisiana; *Agnes P. Mantor*, Maine; *M. P. Moe*, Montana; *D. W. MacLean*, New Hampshire; *R. J. Mullins*, New Mexico; *Mrs. D. Edna Chamberlain*, Oklahoma; *Marie Lessing*, Oregon; *Mable Studebaker*, Pennsylvania; *Wilson New*, Tennessee; *John R. Rushing*, Washington; *W. W. Trent*, West Virginia; *Clyde W. Kurtz*, Wyoming.

For the Executive Committee, the following two persons have been elected: *Leonard L. Bowman* of California and *Emily A. Tarbell*, New York.

B. F. Stanton, Ohio, has been re-elected as treasurer.

The following vicepresidents have been elected: *Archer L. Burnham*, Nebraska; *Kate Frank*, Oklahoma; *C. Layton Galbraith*, Nevada; *Minnie R. Garff*, Utah; *Mrs. Helen W. Gibbs*, Ohio; *Esther L. Hettinger*, Oregon; *George R. Miller*, Delaware; *E. R. Moulton*, Georgia; *Thomas C. Prince*, Tennessee; *Harold W. Smith*, Arizona; *George E. Walk*, Pennsylvania.

B. C. B. Tighe of North Dakota has been elected first vicepresident.

A. C. Flora of South Carolina has been elected president for the year 1942-43.

This report was signed by the following: *Sara L. C. Caldwell*, *Frank C. Heinisch*, *Elizabeth Greger*, *Frederick G. Roth*, *Edna M. Siebert*, *Clyde P. Finger*, *Edna Knappe*, *Everett Keith*.

President Dahl: I want to express the appreciation of the Association to Mr. Keith and his Committee, who have worked on this election. It takes hours of work and planning before the election as well as during the election.

I know you are anxious to meet the leader who has been chosen for next year, a gentleman from the South, a leader in teacher organization, a person who really understands the problem of education, who has served in every capacity in education, a man of whom I heard long before I knew him because of his outstanding work for the teachers in his own city. He is superintendent of schools in Columbia, South Carolina. The first teacher organization came in his system, tenure and retirement were given to them. A democratic situation has always existed in the schools. It was a privilege to me last year to meet Mr. Flora for the first time. He has served on our Executive Committee with understanding, with interest, and always with independent thinking.

I am glad to present to you at this time our leader for next year, *A. C. Flora* of South Carolina.

Mr. Flora: I am deeply moved tonight by the honor and responsibility for leadership in this Association for the coming year which I know your vote has placed upon me. Whatever of strength I have and whatever of intellectual and spiritual attributes with which I have been endowed, I hereby dedicate to the youth of America and to an ongoing program for better educational opportunity. *Mrs. Dahl* has exercised a vigorous and a powerful leadership during the past year. With your undivided support, we hope to push forward along the same lines for the welfare of the youth of this nation.

President Dahl: I pledge to you tonight the support and all that we can do to make your administration successful.

Mr. Flora: I should like to introduce and present to you what I believe to be the most loyal state group that I know. I would like for them to rise.

(The teachers from South Carolina arose and were greeted with enthusiastic applause.)

President Dahl: One delegation has been greatly missed, a delegation that always brought to us song and a spirit of happiness with it. The teachers from Hawaii have sent for many years one of our largest delegations and during the years that we were trying so desperately hard to have classroom teachers included in all state delegations, Hawaii was sending a delegation with 50 percent classroom teachers, many of them the native teachers. We have enjoyed them, we have enjoyed their songs, and yet we know they are carrying on in spirit tonight as they always have here. I should like to introduce to you *Hubert Everly*, acting NEA director of Hawaii.

Mr. Everly: In the past it has been the pleasure and privilege of the Hawaiian delegation to carry out their traditional custom of presenting to the National Education Association conventions the songs and dances of the Islands. However, since a certain sunny December morning, we do not find ourselves in the mood for songs and dances; rather, we find ourselves in the mood for vengeance for those schools which were bombed in Hawaii and the children who died under the hail of bullets of the ruthless invader. However, we are also in a grateful mood; we are grateful for the protection, sympathy, and support of our great organization, the National Education Association. We are also grateful to our outgoing president, who has so ably served us during the past year. We shall not sing our songs nor dance our dances again until we have made certain that never again will bombs be dropped upon American schools, but we can remember our president and the officers of this Association with our familiar Hawaiian custom of presenting them with a flower lei.

I would like to first present and to extend our warmest *aloha* and thanks to our outgoing president, *Myrtle Hooper Dahl*. (He placed a flower lei around *Mrs. Dahl's* neck and kissed her.) I forgot to tell you that that is another Hawaiian custom! We also want to honor and extend our heartiest congratulations to our new president—I am not going to kiss him—but we do want to present to him in the name of the teachers of Hawaii a flower lei. *Mr. Flora*.

Hawaii is proud to have presented to the National Education Association and the teachers of the country one of our outstanding educators in the country today. The executive secretary of the National Education Association is an ex-Hawaiian and we are proud of the services he has rendered to education. It is with a great deal of pleasure I bring this *aloha* from Hawaii to *Secretary Givens*.

President Dahl: Thank you. Please send to the teachers our loyal good wishes and support.

(Following the singing of "America," led by *C. K. Brace*, and the benediction pronounced by *The Reverend Samuel W. Marble*, the eightieth meeting of the National Education Association was adjourned at 10:30 P.M.)

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

Denver, Colorado

Monday Afternoon, June 29, 1942

The meeting of the Board of Directors of the National Education Association convened at 2:15 P.M. in the Onyx Room, Brown Palace Hotel. The meeting was called to order by *President Dahl*.

ACTION ON SUBSTITUTES—*M. P. Moe* (Montana) moved the resignation of the following and the substitution of those named for the meetings of the Board: *L. P. Terrebonne* for *G. A. Zernott* (Louisiana); *Kenneth Le Roy Springer* for *Helen Maxwell* (Pennsylvania); *C. V. Snapp* for *Richard E. Jagers* (Kentucky); *Hubert V. Everly* for *James R. McDonough* (Hawaii). Seconded by *Fred D. Cram* (Iowa). Carried.

REPORTS OF COMMITTEES AND COMMISSIONS—The following reports were presented and approved by the Board: National Council of Education, *L. A. Pechstein* (Ohio), chairman; Committee on New Voter Preparation and Recognition, *Hugh Bonar* (Wisconsin), chairman; Committee on Tax Education and School Finance, *J. R. Mahoney* (Utah), chairman; Committee on Teacher Preparation and Certification, *Jean Armour MacKay* (Michigan), chairman; Joint Commission on Education and Resources, *Paul R. Hanna* (California), chairman; Educational Policies Commission, *William G. Carr* (District of Columbia), secretary.

REPORT OF THE COMMITTEE ON ACADEMIC FREEDOM—*William S. Taylor* (Kentucky), chairman, made the report, which carried with it a recommendation for additional appropriations for the use of the Committee. Motion by *John Rushing* (Washington) that it be approved. Seconded. Carried. *Joseph H. Saunders* suggested that caution be used in the matter of requests for appropriations for committees. The parliamentarian, *C. A. Bottolfsen*, ruled that a motion merely recommends approval. If the recommendation of the Committee calls for an appropriation, the Delegate Assembly must pass on it after it has been considered by the Budget Committee.

REPORT OF THE COMMITTEE ON BYLAWS AND RULES—*Charles E. Sohl* (Pennsylvania), chairman, gave a brief report of the purpose of the Committee on Bylaws and Rules and called attention to the proposed amendments to the bylaws. The last part of the amendment to Article II, Section 3, "provided, however, that any affiliated local association whose membership comprises 100 percent of all the possible members within a district shall be entitled to all privileges of any other affiliated local association without the payment of any fees," was discussed by *Helen Bradley* (Ohio), who explained that the interpretation of this amendment being not what the group had intended that unanimous consent will be asked for putting the amendment into such wording as to give the meaning intended.

There was considerable discussion on ways and means of avoiding the proposals to amend the bylaws so frequently. The parliamentarian suggested a change in the bylaws which would provide for amendments to lay over more than a year. It was pointed out that there is no provision in the bylaws to take care of an emergency situation such as the present if the war continues and no convention is held due to the emergency. *Chairman Sohl* stated that unanimous consent would be asked of the Representative Assembly for an amendment to take care of this situation.

Motion by *Mr. Sohl* that the report be approved and sent to the Representative Assembly without recommendation. Seconded. Carried.

ADOPTION OF RULES OF PROCEDURE—Motion by *Everett Keith* (Missouri) that the rules of procedure as printed in the *Official Manual for Delegates* be adopted. Seconded by *M. P. Moe* (Montana). Carried.

Because of so many questions of immediate emergency, a motion was made by *Mr. Moe* that the Board of Directors recommend to the Representative Assembly the indefinite postponement of all amendments. Seconded. Carried.

ADJOURNMENT—Motion by *H. V. Cooper* (Mississippi) that the meeting adjourn. Seconded. Carried. The meeting adjourned at 3:45 P.M.

Tuesday Afternoon, June 30, 1942

The meeting of the Board of Directors of the National Education Association convened at 2:10 P.M. in the Onyx Room, Brown Palace Hotel. The meeting was called to order by *President Dahl*. *Secretary Givens* called the roll, which showed the following present: directors ex officio; *Myrtle Hooper Dahl*, president; *A. C. Flora*, first vicepresident; *B. F. Stanton*, treasurer; *Joseph H. Saunders*, chairman, Board of Trustees. Life Director: Teachers Institute of Philadelphia represented by *Samuel Parry*.

STATE DIRECTORS—Alabama—*L. Frazer Banks*; Alaska—*Everett R. Erickson*; Arizona—*Harold W. Smith*; Arkansas—*W. F. Hall*; California—*Leonard L. Bowman*; Colorado—*W. B. Mooney*; Connecticut—*Anna E. M. Dwyer*; Delaware—*H. V. Holloway*; District of Columbia—*Mary S. Resh*; Florida—*James S. Rickards*; Georgia—*M. D. Collins*; Hawaii—*Hubert V. Everly*, substituting for *James R. McDonough*; Idaho—*W. D. Vincent*; Illinois—*John W. Thalman*; Indiana—*L. V. Phillips*; Iowa—*Fred D. Cram*; Kansas—*F. L. Schlagle*; Kentucky—*C. V. Snapp*, substituting for *Richard E. Jagers*; Louisiana—*L. P. Terrebonne*, substituting for *G. A. Zernott*; Maine—*Elmer H. Webber*; Maryland—*Eugene W. Pruitt*; Massachusetts—*Everett J. McIntosh*; Michigan—*Grover Stout*; Minnesota—*Daisy Brown*; Mississippi—*H. V. Cooper*; Missouri—*Everett Keith*; Montana—*M. P. Moe*; Nebraska—*Pearl Donoho*; Nevada—*C. Layton Galbraith*; New Hampshire—*Daniel W. MacLean*; New Jersey—*Mary D. Barnes*; New Mexico—*R. J. Mullins*; New York—*Marguerite Welch*; North Carolina—*Elmer H. Garinger*; North Dakota—*F. Ray Rogers*; Ohio—*Helen Bradley*; Oklahoma—*Kate Frank*; Oregon—*Marie A. Lessing*; Pennsylvania—*Harvey E. Gayman*, and *Kenneth Le Roy Springer*, substituting for *Helen Maxwell*; Puerto Rico—*Francisco Rodriguez-Lopez*; Rhode Island—*James F. Rockett*; South Carolina—*A. C. Flora*; South Dakota—*H. G. Mosby*; Tennessee—*Wilson New*; Texas—*Rush M. Caldwell*; Utah—*John T. Wahlquist*; Vermont—*Joseph A. Wiggin*; Virginia—*Edith B. Joynes*; Washington—*John Rushing*; West Virginia—*W. W. Trent*; Wisconsin—*Charlotte Kohn*; Wyoming—*H. H. Moyer*.

REPORTS OF COMMITTEES AND COMMISSIONS—The following reports were presented and approved by the Board: National Committee on Education and Defense, *Willard E. Givens* (District of Columbia), co-chairman; Joint Committee of the NEA and ATA, *S. L. Smith* (Tennessee), chairman; Seventy-Fifth Anniversary of the Office of Education, *W. Carson Ryan* (North Carolina).

REPORT OF THE COMMISSION ON PROFESSIONAL ETHICS—Since this report was accepted by the Representative Assembly earlier in the day, no further action was necessary.

INVITATIONS FOR THE 1943 CONVENTION—*H. A. Allan*, business manager, distributed a statement concerning cities which have issued an invitation for the 1943 convention of the NEA. They include Atlantic City, Columbus, and Indianapolis. The summarized statement included information concerning meeting halls for large sessions, for the Representative Assembly, and for departmental and smaller groups, exhibit space, housing, and NEA membership support in these cities.

REPORT OF THE NATIONAL COUNCIL ON TEACHER RETIREMENT—*P. C. Rogers* (Louisiana), chairman, made the report. Motion by *L. P. Terrebonne* (Louisiana) that the report be approved. Seconded. Carried.

There was considerable discussion on the subject of teacher retirement. One of the resolutions in the report carried with it a request for an appropriation of \$5000, or as much thereof as necessary, to be used for publishing and disseminating information on teacher retirement and for assistance upon request to such states as request assistance in the establishment or protection of local or state teacher retirement systems. The question of whether members of the Council or staff members should be on call when such requests came was discussed, and it was

the general feeling that unless expert advice should be needed, a member of the Council could well answer the call.

A motion was made by *Harvey E. Gayman* (Pennsylvania), seconded by *A. C. Flora* (South Carolina) and carried, that the resolution requesting an appropriation of \$5000 be amended to read as follows:

Be it resolved, That the National Council request the NEA to appropriate an amount of \$5000, or as much thereof as necessary, to be used for publishing and disseminating information on teacher retirement and for assistance upon request to such states as request assistance in the establishment or protection of local or state teacher retirement systems.

Mr. Rogers stated that the Council would endorse this motion.

REPORT OF THE LEGISLATIVE COMMISSION—*H. M. Ivy* (Mississippi), chairman, reported that the federal aid bill has been favorably reported in the Senate and is now on the calendar; that the postage rate bill has been passed. Motion by *A. C. Flora* (South Carolina) that the report be approved. Seconded. Carried.

REPORT OF THE BOARD OF TRUSTEES—*Joseph H. Saunders* (Virginia), chairman, made the report and moved its approval. Seconded. Carried.

REPORT OF THE TREASURER—*B. F. Stanton* (Ohio), treasurer, made the report and moved that it be approved. Seconded. Carried.

DUES TO THE WORLD FEDERATION OF EDUCATION ASSOCIATIONS—*Fred D. Cram* (Iowa) made a motion that the membership fee of \$1000 be paid to the World Federation of Education Associations. The motion was amended by *W. B. Mooney* (Colorado) that if an emergency should arise, the World Federation of Education Associations be given an amount not to exceed \$1000 at the discretion of the Executive Committee. Seconded by *Elmer H. Webber* (Maine). Carried.

REPORT OF THE BUDGET COMMITTEE—*Edith B. Joynes* (Virginia), chairman, read the report and moved that the recommendations be approved. Seconded. Carried.

ADJOURNMENT—The meeting adjourned at 4:45 P.M.

Wednesday Afternoon, July 1, 1942

The meeting of the Board of Directors of the National Education Association convened at 2:20 P.M. in the Onyx Room, Brown Palace Hotel. The meeting was called to order by *President Dahl*.

REPORTS OF COMMITTEES AND COMMISSIONS—The following reports were presented and approved by the Board: Committee on Equal Opportunity, *R. L. Hunt* (New Mexico), chairman; Joint Committee of the NEA and AMA, *Charles C. Wilson* (New York), chairman; Joint Committee of the NEA and ALA, *Edith A. Lathrop* (District of Columbia), chairman; Committee on Credit Unions, *L. A. Pinkney* (Missouri), chairman; Joint Committee of the NEA and American Legion, *Charles F. Dienst* (Nebraska), chairman; National Commission for the Defense of Democracy thru Education, *Alonzo F. Myers* (New York), chairman.

DISCUSSION OF ADMITTANCE OF DEPARTMENTS—At a meeting of the Board of Directors in Boston, 1941, a motion was passed that the application of the American Association of Junior Colleges for departmental status be approved with the understanding that final action by the Representative Assembly would be considered at the annual convention in 1942. During the discussion it was pointed out that this group is different from all other groups which are departments in the Association, with the single exception of the American Association of Teachers Colleges, in that it has institutional membership instead of individual membership. There was some discussion concerning the policy of admitting groups having institutional membership since our organization is one of individual membership. Following a motion by *Elmer H. Webber* (Maine) to approve the application and so recommend to the Representative Assembly, *Joseph H. Saunders* (Virginia) offered a substitute motion that the Board of Directors look with favor upon the application of the American Association of Junior Colleges for departmental status

in the NEA but recommend postponement of consideration of its application until the next annual meeting for further study in order to devise a plan of affiliation in accordance with our bylaws. Seconded by *John Rushing* (Washington). Carried.

In line with action taken by the Board of Directors last year on the application of the American Industrial Arts Association for departmental status, a motion was made by *Fred D. Cram* (Iowa) that the Board of Directors recommend to the Representative Assembly the admission of the American Industrial Arts Association to departmental status. Seconded by *Everett Keith* (Missouri). Carried.

The Executive Committee having acted favorably upon the application of the Department of Higher Education for re-establishment, a motion was made by *Elmer H. Webber* (Maine) that the Board of Directors recommend to the Representative Assembly the re-establishment of the Department of Higher Education. Seconded by *W. W. Trent* (West Virginia). Carried.

Fred D. Cram (Iowa) was appointed to present all recommendations of the Board of Directors to the Representative Assembly.

PROFESSIONAL SERVICE ONLY TO NEA MEMBERS—The Executive Committee having approved the recommendation that professional service be given only to individual NEA members or groups affiliated, a motion was made by *L. Frazer Banks* (Alabama), seconded by *H. V. Holloway* (Delaware) and carried, that beginning with the current year the recommendation as stated above be the policy of the Association.

NEA MEMBERSHIP IN DEPARTMENTS—*Secretary Givens* stated that the Executive Committee had approved also the recommendation that membership in the NEA be obligatory for all department members. Since bringing that action to the attention of department officers at a meeting held Sunday evening, a letter has been received signed by presidents of seven departments asking that this action be postponed. *Secretary Givens* cited instances in many departments where members are not actually engaged in educational work. He stated that at least six of the seven departments signing the letter were in this class.

In view of all the circumstances, *B. F. Stanton* (Ohio) made a motion, seconded by *Rush M. Caldwell* (Texas) and carried, that the president appoint a committee of three or five to meet with a committee of department representatives to work on getting 100 percent NEA membership in departments with the understanding that the committee will report to the Board of Directors at its next meeting.

Harold W. Smith (Arizona) made a motion, seconded by *Marguerite Welch* (New York) and carried, that each department submit a list of its members for the current year to the Secretary's Office each year in order that NEA membership may be checked. The motion was amended by *L. Frazer Banks* (Alabama), seconded and carried, that the lists be submitted by September 1 for the past year.

APPRAISAL COMMITTEE—On motion of *M. P. Moe* (Montana), seconded by *Edith B. Joynes* (Virginia) and carried, the recommendation of the Executive Committee that the Appraisal Committee be abolished and that the Executive Committee be authorized to appoint a committee to appraise the convention every five years was approved.

COMMITTEE ON BYLAWS AND RULES—*M. P. Moe* (Montana) made a motion that the recommendation of the Executive Committee that the Committee on Bylaws and Rules be reduced from five to three members by failing to replace those whose terms expire in 1942 and 1943 be presented to the Representative Assembly as an amendment. Seconded by *Charlotte Kohn* (Wisconsin). Carried. *M. P. Moe* (Montana) made a motion that the duties and responsibilities of the Committee on Equal Opportunity and the Commission on Professional Ethics be transferred to the National Commission for the Defense of Democracy thru Education. Seconded by *H. V. Holloway* (Delaware). Carried.

STATUS OF PAST-PRESIDENTS—Following a motion by *Helen Collins* (Connecticut) that the presidents of the Association prior to 1937 be restored as life directors with full rights and privileges, a substitute motion was made by *John T. Wahlquist* (Utah) that a committee of five be appointed to study and report at the next

meeting of the Board of Directors was seconded. The motion was carried by a vote of twenty-four for and sixteen against. *L. Frazer Banks* (Alabama) made a motion that the president appoint this committee before 9:00 A.M., July 2. Seconded by *Harvey E. Gayman* (Pennsylvania). Carried. The committee appointed consisted of *Harvey E. Gayman* (Pennsylvania), chairman; *Eugene W. Pruitt* (Maryland); *C. Marguerite Morse* (Florida); *Mary D. Barnes* (New Jersey); *John T. Wahlquist* (Utah).

M. P. Moe (Montana) made a motion that the meeting adjourn. Seconded and carried. The meeting adjourned at 5:20 P.M.

Friday Morning, July 3, 1942

The newly elected Board of Directors held a breakfast meeting in the Onyx Room, Brown Palace Hotel, at 7:30 A.M. The meeting was called to order by *Secretary Givens*, who presented the junior past-president, *Myrtle Hooper Dahl* (Minnesota). *Mrs. Dahl* expressed appreciation for the support of the Board of Directors during her administration and pledged her support of *President Flora*. The newly elected president, *A. C. Flora* (South Carolina), took the chair. *President Flora* expressed his appreciation of the confidence of the members in electing him as president and stated that it would be difficult to follow *Mrs. Dahl*.

ACTION OF SUBSTITUTES—*Joseph H. Saunders* (Virginia) moved the resignation of the following and the substitution of those named for this meeting: *Hubert V. Everly* for *James R. McDonough* (Hawaii); *C. V. Snapp* for *Richard E. Jagers* (Kentucky); *Elmer H. Webber* for *Agnes P. Mantor* (Maine); *S. David Stoney* for *A. C. Flora* (South Carolina). New directors present were *Louise Beyer* (California), *Albert Merriam* (Connecticut), *C. Marguerite Morse* (Florida), *Gerald W. Kirn* (Iowa), *D. Edna Chamberlain* (Oklahoma), *Mabel Studebaker* (Pennsylvania), *C. W. Kurtz* (Wyoming). At this point, *H. A. Allan*, business manager, was called upon to tell his drum-beating story which was thoroly enjoyed. Following this, *Clarence Hockom*, secretary-manager, Denver Convention and Visitors Bureau, Incorporated, was presented and he in turn presented the president of the Bureau, *Carl Litzenberger*. In an appropriate speech *Mr. Litzenberger* presented *Mr. Allan* with a tom-tom to which was attached an inscription.

RESIGNATION OF MARY D. BARNES—*Mary D. Barnes*, elected state NEA director for New Jersey at the Boston convention, 1941, asked that her resignation be accepted due to heavy responsibilities in her new position as elementary principal and also as vicechairman of the National Commission for the Defense of Democracy thru Education. *Mrs. Barnes* recommended *Lelia O. Brown*, president of the New Jersey Education Association, as the choice of the New Jersey delegation. *Joseph H. Saunders* (Virginia) made a motion, seconded by *M. P. Moe* (Montana) and carried, that the resignation of *Mrs. Barnes* be accepted with regret. A motion was made by *John Rushing* (Washington), seconded and unanimously carried, that a vote of appreciation be given *Mary D. Barnes* (New Jersey) and an expression of regret that she cannot serve the Board of Directors longer.

APPOINTMENT OF LELIA O. BROWN AS NEW JERSEY NEA DIRECTOR—*L. Frazer Banks* (Alabama) made a motion, seconded by *John Rushing* (Washington) and carried, that *Lelia O. Brown* be elected to the Board of Directors for one year.

APPOINTMENT OF TELLERS—*President Flora* appointed the following to serve as tellers during the meeting: *Everett Keith* (Missouri), chairman; *L. Frazer Banks* (Alabama), and *L. V. Phillips* (Indiana).

PRESENTATIONS OF THE INVITATIONS FOR THE 1943 CONVENTION—Invitations for the 1943 convention were extended as follows: *Lelia O. Brown* of the New Jersey Education Association for Atlantic City; *Helen Bradley* of the Ohio Education Association for Columbus; *Robert H. Wyatt* of the Indiana State Teachers Association for Indianapolis. *John Rushing* (Washington) read a letter written to *President Dahl* on March 26 pointing out that because of the war the invitation from Seattle for 1943 was being postponed.

MEMBERSHIP—*T. D. Martin*, director of the Membership Division, made a brief presentation urging that state directors lend every effort to the increase in membership in their states this year. He stated that the state director is the key to the increase in membership and that state secretaries will be found to be loyal co-operators.

APPRECIATION—*Secretary Givens* expressed the appreciation of the officers and members of the headquarters staff to the outgoing directors and to the officers who have served so well. He stated that Denver has one of the great school systems of the country and that *Superintendent Greene* and his entire school personnel had done everything possible for the success of the convention. He pointed out that we are indebted to them, to *Mr. Hockom* and his associates, and to *Secretary Mooney*. He urged members of the Board of Directors and state secretaries, Board of Trustees, and Executive Committee to remain for the postconvention conference. He further stated that vicepresidents of the Association, both for last year and the coming year, as well as presidents of state education associations were welcome to sit in at the conference.

Joseph H. Saunders (Virginia) expressed the appreciation for the work of the Board of Directors but stated that he missed one person upon whom the entire Board had looked for excellent advice and judgment—*William B. Jack* (Maine).

W. B. Mooney (Colorado) stated that he was certain there had been no mistake made in choosing Denver as the convention city and that the convention had been a great help to education in the entire Rocky Mountain area. He said that it was his hope that help might be secured for additional support for education in the state. He further stated that when the national Association extends help, it has something definite to present to nonmembers. *President Flora* then excused those who were no longer members of the Board and an executive session was held.

NOMINATIONS FOR MEMBER OF THE BOARD OF TRUSTEES—*Everett Keith* placed in nomination *Thomas J. Walker* (Missouri), *Elmer H. Garinger* (North Carolina) placed in nomination *Myrtle Hooper Dahl* (Minnesota). There being no other nominations, a motion was carried that nominations be closed.

REPORT ON BALLOTING FOR MEMBER OF BOARD OF TRUSTEES—*Everett Keith* (Missouri), chairman of tellers, reported *Myrtle Hooper Dahl* (Minnesota) elected to membership on the Board of Trustees for a four-year term.

NOMINATIONS AND ELECTION OF MEMBER OF THE BUDGET COMMITTEE—*M. P. Moe* (Montana) nominated *F. L. Schlagle* (Kansas) because of his experience in his own state and because the help of the governor can be relied upon if such help is necessary. *W. B. Mooney* (Colorado) seconded the nomination. *Rush M. Caldwell* (Texas) moved that the election of *F. L. Schlagle* (Kansas) be by acclamation and that the secretary be instructed to cast the unanimous ballot. Seconded. Carried.

NOMINATIONS FOR MEMBERS OF THE EXECUTIVE COMMITTEE—*L. V. Phillips* (Indiana) nominated *John W. Thalman* (Illinois), *Everett J. McIntosh* (Massachusetts) nominated *Annie C. Woodward* (Massachusetts), *Rush M. Caldwell* (Texas) nominated *Fred D. Cram* (Iowa), *John T. Wahlquist* (Utah) nominated *M. P. Moe* (Montana). *Alice Vail* (Arizona) made a motion that nominations be closed. Seconded. Carried.

MOTION ON BALLOTS—*W. B. Mooney* (Colorado) made a motion that if in balloting for members of the Executive Committee there be no majority that the one receiving the lowest number of votes be dropped from the list. Seconded. Carried.

REPORT ON BALLOTING FOR MEMBERS OF EXECUTIVE COMMITTEE—*Everett Keith*, chairman, reported that of the four members nominated for membership on the Executive Committee, *Fred D. Cram* (Iowa), *M. P. Moe* (Montana), and *John W. Thalman* (Illinois) received the highest votes but not enough votes to elect. A second ballot was cast for the election of two members. The result of this balloting was the election of *Mr. Cram* and *Mr. Thalman*.

POLICY OF ASSOCIATION ON HOLDING ANNUAL CONVENTION—Unanimous consent was given by the Representative Assembly to amend the bylaws to meet the present

emergency which is in no way cared for under the present bylaws. The amendment provides that in the event of a war emergency which prohibits the usual means of travel that the annual convention be postponed and that all officers continue in office until the next annual meeting and that an annual meeting must be held when the war emergency ends.

MOTION ON BALLOTING FOR CONVENTION CITY—*Helen Collins* (Connecticut) made a motion that if in voting on the convention city for 1943 there be no majority that the lowest one be dropped. Seconded. Carried. *President Flora* ruled that the tellers will ignore all cities on the ballot except first choice.

REPORT ON BALLOTING FOR CONVENTION CITY—*Everett Keith*, chairman, reported a preferential vote for Indianapolis. Fifty-one votes were cast, thirty being for Indianapolis.

APPROPRIATION OF FUNDS FOR 1942-43—*Joseph H. Saunders* (Virginia) moved that the Board of Directors appropriate funds to meet the budget for the ensuing year. Seconded by *Edith B. Joynes* (Virginia). Carried.

REINSTATEMENT OF ELECTED DIRECTORS—*Joseph H. Saunders* (Virginia) moved that the resignation of members of the Board of Directors who have been substituted for this meeting be accepted and the regularly elected directors be reinstated. Seconded by *Helen Collins* (Connecticut). Carried. *Joseph H. Saunders* (Virginia) made a motion that *Lelia O. Brown* (New Jersey) be elected as a regular director for the ensuing year. Seconded. Carried. The election of *A. C. Flora* (South Carolina) as president of the Association left a vacancy in the state directorship in South Carolina. *John Rushing* (Washington) made a motion that *S. David Stoney* (South Carolina) be elected as the regular director in South Carolina for the ensuing year. *President Flora* urged the promotion of membership by the directors during the year.

ADJOURNMENT—A motion to adjourn was seconded and carried. The meeting adjourned at 10:45 A.M.

WILLARD E. GIVENS, *Executive Secretary*
A. C. FLORA, *President*

Saturday Morning, July 4, 1942

SPECIAL MEETING OF BOARD OF DIRECTORS—A special meeting of the Board of Directors was called in the Onyx Room of the Brown Palace Hotel at 11:50 A.M., on Saturday, July 4.

REPORT OF SPECIAL COMMITTEE ON LIFE DIRECTORS—The meeting was called for the purpose of hearing a report on the Special Committee on Life Directors. *Harvey E. Gayman* (Pennsylvania), chairman, submitted the following report:

The Special Committee on Life Directors, consisting of *C. Marguerite Morse* (Florida), *Mary D. Barnes* (New Jersey), *John T. Wahlquist* (Utah), *Eugene W. Pruitt* (Maryland), *Harvey E. Gayman* (Pennsylvania), chairman, appointed by *President Dahl*, met at 8:00 P.M., July 3, 1942, at the Brown Palace Hotel, Denver. Meeting with the Committee were *President Flora* (South Carolina), junior past-president, *Myrtle Hooper Dahl* (Minnesota), and *Secretary Givens* (District of Columbia). At the request of the chairman, *Secretary Givens* reviewed the history of the problems involved in and arising from the revision of the charter and bylaws in 1937 and read for the information of those present two legal opinions filed with the Secretary's Office regarding the interpretation of the new charter as to the status of members who served the Association as presidents prior to 1937 in their relationship to the Representative Assembly and the Board of Directors: (a) an opinion from the Association's attorney dated June 14, 1937, upon which the action of the Representative Assembly in 1937 was based; (b) an opinion in protest to the 1937 action of the Representative Assembly filed in 1940 by an attorney representing a group of past-presidents.

After discussion it was the unanimous opinion of the Committee that the issues could be determined finally only by court action. The Committee, upon motion of *C. Marguerite Morse* (Florida), seconded by *Eugene W. Pruitt* (Maryland),

unanimously requested the president to call a special meeting of the Board of Directors on the morning of July 4, 1942, to consider the following recommendation:

The Board of Directors recommends that the Executive Committee inform the appropriate past-president or past-presidents that it would welcome a friendly suit to determine the relationship of the concerned past-presidents to the Board of Directors, the cost of such suit in the court of original jurisdiction to be borne by the Association. *Harvey E. Gayman* (Pennsylvania) moved the acceptance of the report. Seconded by *Mary D. Barnes* (New Jersey).

The question was raised as to whether this meeting could be called a legal meeting of the Board of Directors. *President Flora* stated that a ballot will be had by mail of all those not present. The motion to accept the report was carried. *Harvey E. Gayman* (Pennsylvania) asked that the Committee be discharged. *President Flora* ruled that the Committee is discharged.

A motion was made by *Harvey E. Gayman* (Pennsylvania) that the president of the National Education Association be authorized to send a memorial to *President Roosevelt* indicating wholehearted cooperation and pledging the devoted and loyal support of the Association by every possible means to win the war and to achieve the continuation of liberty and freedom. Seconded by *L. V. Phillips* (Indiana). Carried.

The meeting adjourned at 12:15 P.M.

WILLARD E. GIVENS, *Executive Secretary*
A. C. FLORA, *President*

MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

Washington, D. C.

Saturday, September 27, 1941

The Executive Committee met at 11:00 A.M. in the Board of Directors Room of the administration building of the National Education Association on September 27, 1941, with the following members present: *Myrtle Hooper Dahl*, president; *Helen Collins*, *Fred D. Cram*, *Donald DuShane*, *A. C. Flora*, *Joseph H. Saunders*, *B. F. Stanton*, *John W. Thalman*, and *Annie C. Woodward*. All members of the Board of Trustees were present except *Florence Hale*. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present also.

Previous to calling the meeting to order, members of the Committee made a tour of the building.

MINUTES OF BOSTON MEETINGS—*Mr. Thalman* moved the adoption of the minutes of the Boston meetings. Seconded by *Miss Collins*. Carried.

FEDERAL LEGISLATION—*Howard A. Dawson*, director of Rural Service of the NEA, and secretary for the Legislative Commission, distributed copies and explained the present draft of S. 1313, the federal aid for education bill. One of the proposals in S. 1313 was the granting of money for school buildings in defense areas. The Lanham Act, which was recently passed, provides for this item; hence, it is not being included in this draft. The Lanham Act which carries an appropriation of \$150,000,000 is administered by the Federal Works administrator. Anyone needing additional funds for school buildings should apply to the chief state school officer who in turn sends the application to the Office of Education. *Mr. Dawson* explained that the present draft of the federal aid for education bill has not yet been considered by the Legislative Commission of the NEA.

He explained also a proposal for an amendment to the present appropriations bill which is referred to as the adult education bill and which is an emergency

and defense measure only and in no way displaces the bill for general education. This bill is seeking funds for the purpose of removing adult illiteracy. The draft has placed in the deferred list and classed as illiterates all those having less than the equivalent of a fourth-grade education.

In discussing the Hatch Act, *Mr. Dawson* stated that there is a clause in S.1313 which has been drafted to protect teachers from coming under the Hatch Act. It is hoped that the Hatch Act may be amended to eliminate teachers.

By resolution adopted at the Boston convention, the Legislative Commission was directed to take such action as might be necessary to secure the enactment into law of provisions necessary so that all teachers may exercise their civic rights. It was suggested that work on this legislation might fall in the realm of the work of the Defense Commission.

In discussing social security legislation, *Mr. Dawson* expressed the doubt if anything would be done in this field within the next few months. The present tendency is for the passage of a general bill which would include everyone. Every effort will be made to see that whatever bill is passed protects present statewide teacher retirement systems. It was brought out that teachers under contract with state systems could not be touched by federal legislation.

PRIORITIES FOR SCHOOL MATERIALS, EQUIPMENT, AND SUPPLIES—*Secretary Givens* stated that priorities on school supplies and equipment are in charge of *Fred J. Kelly* in the Office of Education. *Mr. Dawson* recently worked with *Mr. Kelly's* Committee in securing an A-3 rating on school buses. The Office of Production Management has been very cooperative in the matter of school supplies and equipment. The following motion was made by *Mr. Flora*, seconded by *Miss Woodward*, and carried:

The Executive Committee of the National Education Association believes that the teachers, school administrators, and schoolboards of the nation are duly appreciative of the necessity of diverting scarce material into essential defense industries and that they desire to cooperate to the fullest extent with our national defense authorities. We hope, however, that our children and youth in the schools will be guarded as far as possible by the Office of Production Management against any educational handicaps due to shortages in material and equipment necessary to efficiency in teaching. We urge the careful consideration of school needs by the Office of Production Management in granting priorities and express the hope that in these considerations there will be continued consultation and cooperation with the U. S. Office of Education.

FINANCIAL STATEMENT—A brief summary on the finances of the Association was presented by *Secretary Givens*. Attention was called to the fact that the cash position is somewhat better than a year ago and that the income from memberships during September is above the income from this source for September 1940.

Mr. Saunders reported that the members of the Board of Trustees had examined the securities at the bank. *Mr. Walker* and *Mr. Doudna* reported that the securities were found in excellent condition. On the suggestion of *Mr. DuShane*, *Mr. Saunders* agreed to look into the possibility of insuring these securities.

The meeting adjourned at 12:45 and reconvened at 3:00 P.M.

MEMBERSHIP REPORT—*Secretary Givens* called attention to the promotion letters which have been sent during September. He also reported that during the entire month of September 1940 the income from membership was \$29,048.71, that the income from this source up to September 25 of 1941 is \$34,504.53.

APPROPRIATIONS—The Representative Assembly of the Boston convention appropriated \$20,800 for the use and services of departments. From this amount the Representative Assembly appropriated \$15,000 for the Department of Classroom Teachers, the balance for the use of other departments as determined by the

Executive Committee. The following recommendations for NEA department appropriations for 1941-42 were made:

Classroom Teachers	\$15,000
National Council of Education	500
Health, Physical Education, and Recreation	500
Kindergarten-Primary	200
Adult Education	500 •
Secondary Teachers (for clearance of deficit)	2,000
Business Education	500
Art Education	250
Home Economics	50
Science Instruction (to be used only for publication of reports)	1,000
Rural Education	300
Total	\$20,800

A motion by *Mr. Stanton* to accept the recommendations for appropriations to departments, committees, and commissions was made, seconded by *Miss Woodward*, and carried.

It was recommended that authorization be given for expenditures by and for committees and commissions as listed below in amounts not exceeding those indicated after their names; that such expenditures are authorized with the understanding that all expenses for committees and commissions, including that of the Tenure Committee for which separate appropriation was included in the budget, shall not exceed the amount of \$13,400 as appropriated for all committees and commissions in the budget; that these recommendations be reviewed and amended as conditions may require by the Executive Committee at its February meeting.

	<i>For expense incurred prior to September 1, 1941</i>	<i>Available for expense September 1, 1941 May 31, 1942</i>	<i>Total</i>
Academic Freedom	\$ 71	\$ 400	\$ 471
Professional Ethics	146	400	546
Cooperatives	43	300	343
Credit Unions	134	300	434
Equal Opportunity	366	200	566
Celebration of 75th Anniversary Office of Education .....	...	200	200
New Voter Preparation and Recognition.	142	200	342
NEA and American Legion	159	100	259
NEA and American Library Association	351	...	351
NEA and American Medical Association	52	300	352
NEA and American Teachers Association	...	200	200
NEA and NCPTA .....	...	200	200
Legislative Commission	229	1,500	1,729
National Council on Teacher Retirement	...	400	400
Resolutions	330	50	380
Teacher Preparation and Certification ..	579	200	779
Tax Education and School Finance	212	400	612
Tenure .....	...	10,000	10,000
Emergency needs, other committees, etc.	...	236	236
Total	\$2,814	\$15,586	\$18,400

Recommended that the expense of the Committee on International Relations, if agreeable to the president of the World Federation of Education Associations, be paid out of the funds credited to the joint enterprise between the NEA and the WFEA for an amount within the current year not exceeding the balance as of September 1, 1941, \$488.43.

REPORT ON DENVER CONVENTION—*H. A. Allan*, business manager, who had just returned from Denver, reported fine spirit on the part of the school people and an enthusiasm for the coming convention. He pointed out that the most difficult situation which is faced in going to Denver is the lack of an adequate number of hotel rooms. There are fine auto courts in and near Denver which will relieve the situation somewhat. *Mr. Allan* recommended the Brown Palace Hotel as state headquarters. The new annex to the Auditorium will be used for exhibit purposes. *Mr. Allan* further stated that the contract is in proper form and ready for the consideration of the Executive Committee. *Mr. Saunders* moved that the executive secretary be authorized to sign the contract with the Denver people for holding the convention there. Seconded by *Mr. Stanton* and carried.

Mr. Allan further stated that in connection with the convention of the AASA in San Francisco the Palace Hotel will be used as the headquarters of the Administrators and the NEA headquarters will be at the Empire.

The Classroom Teachers and League of Teachers Associations will be at the Whitcomb Hotel.

Mr. Allan reported also on visiting Seattle in connection with the invitation from that city for holding the 1943 convention and he stated that while the invitation has the unanimous and enthusiastic backing of all teachers organizations, the Convention Bureau has taken little interest in the matter up to this time.

CONSIDERATION OF POSSIBLE ENLARGEMENT OF EDUCATIONAL POLICIES COMMISSION TO INCLUDE SPONSORSHIP OF AMERICAN COUNCIL ON EDUCATION—*Secretary Givens* explained the organization of the American Council following the First World War and the financial assistance given by the General Education Board. A committee was appointed by the General Education Board last year for the purpose of considering the future of the American Council on Education. The recommendation of this committee was that the Council be continued. The American Council on Education called a meeting at Skytop, Pennsylvania, on July 12, of ten of its members and an equal number of consultants to discuss the future of the American Council. Out of this meeting came the suggestion that the American Council might well become an additional sponsoring body of the Educational Policies Commission and that the Commission be enlarged to include higher education thus covering, from a policies standpoint, the entire field of education. A suggestion was made by *Mr. Saunders* of considering the possibility of inviting the American Council on Education to participate in the Educational Policies Commission on the same basis as the National Education Association and the American Association of School Administrators. Action on the matter was deferred until later in the meeting.

The meeting adjourned at 6:00 P.M. and reconvened at 8:15 P.M.

PROPOSED AMENDMENTS TO NEA BYLAWS—The amendments to the NEA bylaws proposed at the Boston convention were explained by *Miss Chase*.

AUTHORIZATION FOR APPROVAL OF APPLICATIONS FOR AFFILIATION—On motion of *Mr. Stanton*, seconded by *Miss Collins* and carried, the executive secretary was authorized to pass on all applications for affiliation which are in regular form; any irregularities to be referred to the Executive Committee.

ARTICLE V, SECTION 2, OF THE BYLAWS—Section 2 of Article V provides, "Each department shall have the right to fix the qualifications of its membership for the purpose of electing officers and transacting the other business of the department; provided, active members of the Association and no others shall be eligible to such department membership; and provided also that all active members of the Association shall be permitted to attend the professional programs and discussions of any

department." The Board of Directors at the Boston convention recommended "that the question concerning membership in departments and also the last minute appointment of delegates be referred to the Executive Committee for serious consideration and investigation," and "that groups desiring departmental status should have 100 percent NEA membership before being admitted." *Secretary Givens* stated that the membership records for several departments have been checked in the Division of Accounts and Records. The approximate percentage of members of departments who are also NEA members are as follows:

	Percent
American Educational Research Association	50
Adult Education	19
Art Education	100
Business Education	30
Deans of Women	40
Elementary School Principals	74
American Association for Health, Physical Education, and Recreation	30
Secondary Teachers	50
Social Studies	30
School Administrators	76

After some discussion a motion was made by *Mr. Stanton*, seconded by *Miss Woodward* and carried, that the executive secretary be authorized to correspond with the officers of the departments asking them to inform their members of the bylaw and to urge that every effort be made to have their members become members of the NEA; also that all literature of departments bear the statement "A Department of the NEA."

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THRU EDUCATION—*Secretary Givens* discussed the meeting of the Executive Committee of the Commission on August 16 at which time *Mr. DuShane* was unanimously elected as secretary. On the recommendation of *Mr. Givens*, motion was made by *Mr. Flora*, seconded by *Miss Woodward* and carried, that the word "on" in the name of the Commission be changed to "for" so that the official title will be "National Commission for the Defense of Democracy thru Education." *Mr. DuShane*, who began his duties as secretary of the Commission on September 10, outlined some of the plans he has in mind and stated that the first year will necessarily be one largely of preparation. He particularly emphasized that the internal problem of urging cooperation of all within the profession and the need for individual loyalty are of first importance. Twenty-one state associations have appointed representatives on the National Commission.

CONSIDERATION OF POSSIBLE ENLARGEMENT OF THE EDUCATIONAL POLICIES COMMISSION—Discussion of this matter which began earlier in the day was resumed. It was suggested that the Executive Committee of the National Education Association and the American Association of School Administrators invite the American Council on Education to join the Educational Policies Commission; that the Council be given the privilege of nominating individuals from whom four would be elected to fill the vacancies which will occur this year; that the vacancies occurring after this year would be filled by nominations from the three organizations; that *Secretary Givens* suggest a fair financial part to be borne by the Council and that this plan be placed in writing and submitted to members of the Executive Committee. *Mr. Stanton* made a motion that this plan be approved. Seconded by *Miss Woodward* and carried.

POLICY CONCERNING DISTRIBUTION OF MATERIALS AT CONVENTION—On motion of *Mr. Thalman*, seconded by *Mr. Cram* and carried, it was agreed that the distribution of materials, printed or otherwise, within places of meetings or conventions or at entrances and exits thereto shall be limited to those which are directly and officially pertinent to the programs of the meetings held therein. Distribution of

materials relating to any commission, enterprise, candidate for office, or promotion of interest in selection of convention city shall not be permitted unless it is recommended by the business manager and approved by the executive secretary of the Association.

NATIONAL COMMISSION ON ENRICHMENT OF ADULT LIFE—On the recommendation of *Secretary Givens* a motion was made by *Mr. Flora*, seconded by *Mr. Stanton* and carried, that the officers of the National Commission on the Enrichment of Adult Life be notified that unless the Commission can work thru the Department of Adult Education of the NEA it cannot be considered a part of the NEA.

OUTLINE OF PROGRAM FOR DENVER CONVENTION—*Secretary Givens* presented briefly the outline of a program for the Denver convention which will open with a vesper service on Sunday afternoon, June 28, and close with a large general session on Thursday evening, July 2, with sightseeing trips in and around Denver on Friday. The preliminary outline suggests the Life Members' Friendship Dinner on Sunday evening, a preliminary meeting of the Representative Assembly on Monday morning at 10:30 at which time the pros and cons of the items to be considered will be presented. It is planned to allow a longer period for the meeting of state delegations and to set aside time for meeting the new officers of the Association following the general session on Thursday night. Otherwise the program will follow the same general pattern as in other years.

POSTCONVENTION CONFERENCE—On the recommendation of *Secretary Givens* a motion was made by *Mr. Saunders*, seconded by *Mr. Stanton* and carried, that a postconvention conference be held following the Denver convention and that the same groups be invited to attend the conference as were invited to attend the Boston postconvention conference, namely, secretaries of state education associations, members of the Executive Committee, Board of Trustees, state directors, and staff members.

NATIONAL CITIZENSHIP EDUCATION PROGRAM—A new national defense project was created in August by the U. S. Department of Justice, and is called the "National Citizenship Education Program." *Dean William F. Russell* of Teachers College, Columbia University, has been named as director of the program and is assisted by *Frank Cyr*, professor of education at Teachers College, and by *James F. Russell*. The program has an appropriation of \$14,000,000 from the WPA. The recent registration of aliens disclosed the fact that the United States has 5,000,000 aliens within its borders. Of that number, 1,750,000 have applied for citizenship. The National Citizenship Education Program is designed to enable aliens to become American citizens. Those who have expressed a desire for citizenship will be considered first, and an earnest endeavor will be made to extend this privilege to the remaining 3,250,000.

NATIONAL COMMITTEE ON EDUCATION AND DEFENSE—*Secretary Givens* reported that six subcommittees are already at work and that two new ones are now being formed—one on Civilian Morale, which will work with *Mayor LaGuardia's* Committee on Civilian Defense, and one on Sale of Stamps and Bonds, which will work closely with the Treasury Department. The Interim Committee, which consists of the members of the Executive Committee of the Committee on Education and Defense who live in Washington, will meet within a week to consider an agenda for the meeting of the Executive Committee.

EDUCATIONAL POLICIES COMMISSION—At a recent meeting of the Educational Policies Commission in Chicago, plans were made for immediate publication of the statement on the relationships between the public schools and such government agencies as the National Youth Administration and the Civilian Conservation Corps. This report will recommend that the NYA and the CCC should be discontinued as soon as their emergency defense training programs have been finished. Plans were also made to publish a pamphlet on education and morale. Promotion of the sale and distribution of *The Education of Free Men in American Democracy* is being planned. The publication *Education and Economic Well-Being in American Democracy* is being rewritten in popular form for wide distribution.

COOPERATIVE COMMITTEE OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS WITH THE UNITED STATES CHAMBER OF COMMERCE—The first meeting of this Joint Committee was held in Washington last week. *A. J. Stoddard*, superintendent of schools, Philadelphia, is chairman. Other representatives of the AASA are *Superintendent Pillsbury*, *Superintendent Weglein*, *Superintendent Ballou*, and *Secretary Givens*. A statement is being prepared which will contain five issues facing education. The Chamber of Commerce will enlist the interest and support of local Chambers of Commerce, and *Superintendent Pillsbury* will write superintendents urging them to cooperate with local Chambers in studying these five issues.

AMERICAN EDUCATION WEEK—*Secretary Givens* stated that a set of American Education Week material had been sent to all members of the Executive Committee and Board of Trustees. The play for elementary schools, "And the Stars Heard," is being printed in the November issue of the *Journal*. A new feature of American Education Week this year is the motion picture trailer with *Lowell Thomas* as narrator.

"APPRECIATE AMERICA"—*Secretary Givens* stated that there is an organization in Chicago known as "Appreciate America," with which *Paul Douglas* of the University of Chicago is connected. Its aim is to bring before the schools a better appreciation for America. Another organization in this field which is apparently doing good work is the Council for Democracy located in New York City.

MEETING OF COMMITTEE IN SAN FRANCISCO—On motion of *Mr. Stanton*, seconded by *Mr. Thalman* and carried, it was agreed that the next meetings of the Executive Committee would be held in San Francisco on Monday afternoon, February 23, and Tuesday afternoon, February 24, at 2:00 P.M.

It was necessary for *Mr. Cram* to leave at this point in order to catch a train.

BOARD OF EDUCATION, ENGLAND—*Secretary Givens* reported having received a most appreciative letter from the president of the Board of Education, England, following the receipt of letter which was authorized during the Boston convention. He called attention to the interest which is being taken in England to promote the study of United States history.

REPORT OF THE PROGRAM "AMERICANS ALL—IMMIGRANTS ALL"—The citizenship program presented to the Executive Committee at the Boston convention by *Avinere Toigo* was further discussed. It was pointed out that the Office of Education sponsored a radio program under this heading and that the scripts and records are available from the Office of Education. *Mr. Toigo's* plan would supplement this with pageantry and newspaper articles for various races. It was the opinion of the Executive Committee that the greatest amount of good could be accomplished in this field by helping to acquaint school people of the United States with the material now available in the Office of Education. A motion was made by *Miss Collins* that *Mr. Toigo's* proposition be tabled indefinitely. Seconded by *Miss Woodward* and carried.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS—*Miss Woodward* spoke of the resignation of *Mr. Lamkin* as secretary-general and of the possible appointment of *Henry Lester Smith*, dean of the School of Education, Indiana University, as his successor, the matter resting finally in the action of the Board of Directors when and if they meet. The Canadian Teachers Association and the Teachers Association of Newfoundland have joined in an invitation for a regional conference of the World Federation of Education Associations to be held in Montreal in August 1942. According to their present plans they will entirely finance the regional conference. At this conference they are expecting *Sir Fredrick Mander*, of England, *Mr. Oshima*, of Japan, and *Mr. Seshadri*, of India. If representatives of these three countries attend the Montreal conference it would be possible to have a meeting of the Board of Directors and to elect a president and a secretary-general. In discussing the payment of dues by the NEA to the WFEA it was agreed that *Secretary Givens* would write *Miss Woodward*, sending carbon copies to other members of

the Executive Committee, giving her all the actions of our Executive Committee on this matter.

LATIN AMERICAN MATERIALS—The Coordinator of Inter-American Affairs is interested in bringing up to date and increasing the number of copies of the *Bibliography on Latin American Backgrounds*, and in a wider distribution of the newsletter, *Among Us*. The Coordinator of Inter-American Affairs is willing to finance the additional cost necessary to do this. A motion was made by *Miss Woodward*, seconded by *Miss Collins* and carried, that the project for printing and distributing the *Bibliography on Latin American Backgrounds* and the newsletter *Among Us* under a cooperative arrangement with the Coordinator of Inter-American Affairs be approved, and that the executive secretary be authorized to sign with the Coordinator of Inter-American Affairs in behalf of the Association contracts covering methods of production, distribution, and financing.

PROPOSED TOUR FOR LATIN AMERICAN EDUCATORS—*Secretary Givens* recalled that at the last meeting of the Executive Committee it was recommended that the plan for conducting a tour for Latin American educators thru the United States be dropped since it did not seem possible to arrange the tour on the funds suggested available thru the Cultural Relations Division of the State Department. The Cultural Relations Division is still anxious for the National Education Association to undertake this project. On motion of *Miss Woodward* it was recommended that *Secretary Givens* be instructed to investigate the matter further to see if it is possible to arrange a tour for Latin American educators with the amount available for this purpose. Seconded by *Mr. Stanton* and carried.

PROPOSAL BY COLUMBIA BROADCASTING SYSTEM—The Columbia Broadcasting System is anxious for the National Education Association to approach a foundation for funds for the employment of a person for two years to work specifically in the field of radio education. After some discussion *Mr. Flora* made a motion that while the Association appreciates the opportunity, it is felt that this project cannot be undertaken at this time because of the enlarged program of the Association. Seconded by *Mr. Stanton* and carried.

The meeting of the Executive Committee adjourned at 12:30 A.M.

WILLARD E. GIVENS, *Executive Secretary*
MYRTLE HOOPER DAHL, *President*

San Francisco, California

February 23, 1942

The Executive Committee of the National Education Association met at 2:00 P.M. in the Madera Room of the Empire Hotel in San Francisco, California, on February 23, 1942, with the following members present: *Myrtle Hooper Dahl*, president, *Helen T. Collins*, *Fred D. Cram*, *Donald DuShane*, *A. C. Flora*, *B. F. Stanton*, *John W. Thalman*, and *Annie C. Woodward*. *Joseph Saunders* was absent because of illness. *Willard E. Givens*, executive secretary, and *Mrs. Givens*, secretary pro tempore, were present also.

The minutes of the previous meeting at Washington, D. C., were approved by motion of *Mr. Cram*, seconded by *Miss Woodward*.

FINANCIAL REPORT—A summary of some items in the financial statement of the Association was presented by *Secretary Givens*. Particular points brought out were: a slightly less favorable cash position than a year ago; an income gain from membership; a decrease in income from *Journal* advertising and exhibits. The fact that the final payment of the loan on the headquarters had been paid by the Board of Trustees was brought to the attention of the Executive Committee, and also the fact that the Arkansas bonds held by the Board of Trustees had been called and the money had been reinvested by the Board of Trustees in defense bonds. *Miss Collins* moved that an expression of congratulations be sent to *Mr. Saunders*, chair-

man of the Board of Trustees, for his fine work for the Association and that we extend to him our sincere wishes for a rapid and complete recovery. Seconded by *Mr. Flora* and carried.

Secretary Givens presented for later consideration and action by the Executive Committee questions in connection with next year's budget, the need for the greatest possible activity in connection with our federal aid program, and the possibility of an enlarged Educational Policies Commission.

MEMBERSHIP REPORT—The report shows an increase in membership over last year. *President Dahl* suggested that monthly reports on membership would be valuable to those promoting membership campaigns in their various states. *Secretary Givens* presented a page of summarized information concerning our affiliated associations and the delegates who attend our convention from these associations.

REVIEW OF DEPARTMENT APPROPRIATIONS—Letters were read from *Ira C. Davis*, chairman of the National Committee on Science Teaching, and *Jack Hudspeth*, president of the Department of Science Instruction, with regard to the \$1000 appropriation to the Department by the Executive Committee of the National Education Association. After considerable discussion the following action was taken: *Mr. Thalman* moved that when the president of the Science Department can satisfy the executive secretary of the NEA that all expenses for printing the Science Committee reports have been paid or that there are no further obligations for such printing expenses by the Department, the remainder of the current appropriation of \$1000, or such part thereof as may be necessary, be transferred to the account of the Department for its use in payment of expenses for travel of committee members in attendance at the committee meeting held in Chicago in October 1941. The motion was seconded by *Mr. Flora* and carried.

EDUCATIONAL POLICIES COMMISSION—Attention was called to the latest publication of the Educational Policies Commission, *A War Policy for American Schools*. It was pointed out that the Commission is now working on a follow-up of its publication dealing with the NYA, the CCC, and the public schools. The Commission now plans to propose a complete education for all youth of the ages that would attend school from Grades XI thru XIV.

Summarizing the situation of the Educational Policies Commission to date, *Secretary Givens* read a letter from *R. A. Kent* which introduced the correspondence enclosed in the agenda books of the Committee, followed by a report of the various discussions which had taken place in connection with the possible enlargement of the Educational Policies Commission. After considerable discussion of all angles of this problem, the meeting adjourned to meet at 2:00 P.M., February 24, in the same room.

February 24, 1942

The Executive Committee convened at 2:00 P.M. with all members present except *Mr. Saunders*. The discussion of the Educational Policies Commission was continued. On motion of *Mr. Thalman*, seconded by *Mr. Flora* and carried, it was agreed to have a joint meeting with the Executive Committee of the American Association of School Administrators on Wednesday night following the evening program, at which meeting the possible enlargement of the Educational Policies Commission would be the only matter for discussion.

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THRU EDUCATION—*Secretary Givens* pointed out that the Defense Commission had met in executive session on February 21 and in general session on February 22, 1942, in the Madera Room of the Empire Hotel. He then called upon *Mr. DuShane* to report for the Defense Commission.

Mr. DuShane reported that contacts have been made with all the states, that forty of them have appointed a member to the National Commission, and that several states are at work on defense problems. He pointed out that the public relations program of the Defense Commission has borne fruit already in the resolutions passed by the National Association of Manufacturers at its recent convention.

The work of tax organizations in attempting to reduce school support has resulted in the issuing of Bulletin #1 of the Defense Commission.

There has been follow-up work in meeting attacks on schools and teachers. Work has been done to counteract such agencies as the Citizens Emergency Committee on Non-Defense Expenditures, Friends of the Public Schools, and Guardians of Freedom by the publication of Defense Bulletin #2.

Many inquiries have been made in communities where the security of teachers has been jeopardized by unfavorable working conditions.

Studies on salaries, teacher shortage and placement, and on the education for discharged soldiers have been made in cooperation with the Research Division.

The Southern Regional Conference on School Finance, sponsored by the National Education Association thru its Committee on Tax Education and School Finance and its Defense Commission, was held in Nashville, Tennessee, December 12 and 13, 1941. A similar conference, which will include north central states, will be held in Chicago, April 3 and 4, 1942.

The Commission is supporting an amendment to the Hatch Act.

LEGISLATIVE PROGRAM—*Secretary Givens* discussed the provisions of the Terry bill—\$15,000,000 for the education of people who are past seventeen years of age and who have less than a fourth-grade education. He next discussed the Committee Print of S. 1313, the new form of the general federal aid bill. He also presented and discussed the new leaflet, *Education, a National Problem*, prepared by the Research Division. Credit for the general style of this leaflet was given to the Wisconsin Education Association.

NATIONAL COMMITTEE ON EDUCATION AND DEFENSE—*Secretary Givens* gave a brief report of the work of the National Committee on Education and Defense organized by the National Education Association and the American Council on Education in August 1940.

The Executive Committee of the National Committee on Education and Defense, consisting of eighteen people, has met many times. The Interim Committee, consisting of seven people all of whom live in Washington, has met frequently. National conferences have been called which have had widespread influence. Standing committees have been appointed which have carried on important work. The six standing committees which have served the longest are: Teaching Materials for Defense, *Ben G. Graham*, superintendent of schools, Pittsburgh, chairman; Vocational Training, *Alonzo G. Grace*, commissioner of education in Connecticut, chairman; Pre-Service Training, *N. L. Englehardt*, Teachers College, Columbia University, chairman; College Women and Defense, *Meta Glass*, president, Sweet Briar College, Virginia, chairman; Latin American Educational Activities, *Luther Gulick*, Columbia University, New York, chairman; Military Affairs, *Harry W. Chase*, chancellor, New York University, chairman.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS—*Henry Lester Smith*, secretary-general, discussed the situation facing the World Federation of Education Associations. He asked the support of the National Education Association in helping to keep alive this organization so that it might be prepared to render active service in the postwar period. He spoke of the conference planned for Montreal, Canada, next July.

After some discussion of the relationships between the World Federation of Education Associations and the National Education Association, the meeting adjourned to meet in joint session Wednesday night following the close of the general meeting.

February 25, 1942

The Executive Committees of the American Association of School Administrators and the National Education Association met in joint session in the Madera Room of the Empire Hotel at 11:45 P.M. The meeting was called to order by *President Dahl*, who asked *Secretary Givens* to summarize briefly the situation leading up to the suggestion of the American Council on Education becoming a third sponsoring group for the Educational Policies Commission.

The statement agreed upon by the two Executive Committees and submitted to the American Council on Education was read. The problem of the possible enlargement of the Educational Policies Commission was discussed by members of both Executive Committees. After extended discussion, *Mr. Stanton* moved that the presidents and executive secretaries of the three groups, supplied with a statement of a proposed budget and projected plans by the chairman and secretary of the present Educational Policies Commission, get together to see if they can work out a satisfactory basis for action and cooperation. The motion was seconded by *Miss Woodward* and carried.

The joint meeting of the Executive Committees adjourned.

February 26, 1942

ACTION ON STATE DIRECTORS FOR HAWAII AND MAINE—The Executive Committee of the National Education Association met in its third session at 12:45 P.M. in the Madera Room of the Empire Hotel. Upon motion of *Mr. Thalman*, seconded by *Mr. Stanton*, *James R. McDonough* of Hawaii, succeeding *Earl McTaggart*, resigned, and *Elmer Webber* of Maine, succeeding *William Jack*, deceased, were confirmed as acting directors of Hawaii and Maine respectively until the Denver convention, at which time these two vacancies will be filled by regular election.

President Dahl told of the possibilities of having a broadcast from the teachers of Hawaii at the summer convention in Denver provided they were not able to get to the convention.

SALARY RECOMMENDATIONS—*Secretary Givens* presented a list of members of the permanent staff for whom he recommended salary increases, effective March 1, 1942. *Mr. Flora* moved the adoption of the recommendation, seconded by *Mr. Cram* and carried.

POLICY ON STRIKES OF SCHOOL CUSTODIANS—*Secretary Givens* recommended a statement of policy to be followed by the Association in case a school is closed by strikes of school custodians. This policy sets forth the fact that in a democracy the free public school, like the Army and Navy, is an instrument of all the people, responsible to all the people, charged with serving the interests of all the people; that in peace or in war this responsibility is of such importance that deliberate refusal to carry on the functions of the public school, like mutiny in the Army or Navy, becomes a serious offense; that public schoolbuilding employees render public service essential to the safety and well-being of the nation; that when grievances arise they have recourse to public sentiment, to legislative bodies, and to the courts to secure justice and fair treatment; and that since the public is their employer they will gain far more by appeals to the public sense of fair play than by strikes. On motion of *Mr. Cram*, seconded by *Mr. Stanton*, the statement of policy was adopted.

REVISION OF TEXTBOOKS—*Secretary Givens* read a letter from *Edwin R. Guthrie* of the War Department asking if it were not true that in most countries the elementary textbooks are a highly accurate reflection of the national program and attitude and if there is not in most countries a constant revision of these textbooks to make them accord with dominant national policy. *Mr. Guthrie* wanted to know if the National Education Association or any other national organization had available a study of the elementary textbooks of leading foreign countries. After some discussion of this problem, *Mr. Flora* moved, and *Mr. Stanton* seconded, a motion which carried, asking that the headquarters staff of the NEA make further investigation into this problem and report its findings at a later date to the Executive Committee.

PROTECTION OF MONEY IN WARTIME—*Secretary Givens* made a brief report on the need for protecting our money in wartime against the activities of those engaged in counterfeiting. After some discussion of this problem, the Executive Committee agreed that the best method of handling it was to encourage textbook makers to give some attention in their books to the detection of counterfeit money

in order that school children might learn to protect themselves and their country against the activities of those engaged in counterfeiting.

POLICY ON FEDERAL SOCIAL SECURITY LEGISLATION—A statement of policy in connection with federal social security legislation and public-school teachers was submitted by *Secretary Givens* and approved by the Executive Committee. This policy states that any legislation that may be finally adopted should (1) assure to the state governments and their instrumentalities immunity from federal taxation; (2) provide additional revenues to meet the cost of social security to the public employer, thereby preventing the curtailment of present school services and salaries; and (3) promote the efficiency and strength of existing teacher retirement systems and not in any way endanger their resources or efficiency.

WORLD FEDERATION OF EDUCATION ASSOCIATIONS—A further discussion was had in connection with the relationship between the WFEA and the NEA. After some discussion, *Mr. Flora* moved, *Miss Collins* seconded, and the motion carried, that a token payment of \$200 be made to the World Federation of Education Associations. Since there is no money in the budget for this item, the \$200 is to be transferred from the Secretary's Contingent Fund. It is understood that this action does not commit the NEA in any way upon its relationships with the WFEA for the coming year.

FEDERAL AID NOW—A discussion of the need for federal aid and the desirability of securing it now was participated in by members of the Executive Committee. After considerable discussion, *Mr. Thalman* moved that the Executive Committee urge that everything possible be done for federal aid to education between now and July 1, 1942, and that such money as necessary be spent for this purpose. *Mr. Stanton* seconded the motion which carried.

The meeting adjourned at 1:45 A.M., February 26.

WILLARD E. GIVENS, *Executive Secretary*
MYRTLE HOOPER DAHL, *President*

Denver, Colorado

Friday, June 26, 1942

The Executive Committee convened at 10:00 A.M. in the Tabor Room of the Brown Palace Hotel with the following members present: *Myrtle Hooper Dahl*, president; *Fred D. Cram*, *A. C. Flora*, *Joseph H. Saunders*, *B. F. Stanton*, *John W. Thalman*, and *Annie C. Woodward*. *Helen Collins* and *Donald DuShane* arrived later. Members of the Board of Trustees, *Joseph H. Saunders*, *Myrtle Hooper Dahl*, *Edgar G. Doudna*, *Florence Hale*, and *Thomas J. Walker* were present on invitation. *Willard E. Givens*, executive secretary, and *Harriett M. Chase*, chief assistant to the secretary, were present also.

MOTION TO ADOPT MINUTES—On motion of *Mr. Flora*, seconded by *Miss Woodward*, the minutes of the meetings held in San Francisco on February 23, 24, 25, and 26 were approved.

REPORT OF THE EXECUTIVE SECRETARY—Copies of the *Secretary's Report* were distributed to members of the Committee. *Secretary Givens* touched upon certain important items in his report. He called attention to the fact that the report as a whole was similar to the one of last year. *President Dahl* stated that it was her sincere hope that the secretary would delegate more work, that due to the war conditions a great deal of additional work has been added to his office. She expressed appreciation of the time and effort which is given by the executive secretary to these many problems growing out of the war. *Mr. Stanton* moved, seconded by *Mr. Thalman* and carried, that it is the sentiment of the Executive Committee that more of the work in the Secretary's Office be delegated to others. Among the items to which *Secretary Givens* called special attention are the following:

Accounts and Records—The summary prepared by *Miss Winfree* showing the

increase in work in her division since 1935 shows also the increase in services of the Association.

Secretary Givens read the following summary showing the increase in activities in the Division of Accounts and Records during the past seven years:

	May 31, 1935	May 31, 1942	Increase	
			Amount	Percent
Cash received for all purposes	\$1,078,054.04	\$1,720,077.33	\$642,023.29	59.55
Membership income	316,785.50	433,233.59	116,438.09	36.76
Departments	55,508.40	199,037.57	143,529.17	238.57
plus commissions and special projects	55,508.40	250,186.00	194,578.00	350.5
Publications sold				
NEA	16,106.02	35,574.98	19,468.96	120.9
Departments, committees, and commissions	1,794.34	56,269.73	54,475.39	3036.

Records

Membership	160,883	217,943	57,060	34.4
Cooperating units	420	875	455	108.3.
100 percent enrolments	6,793	9,859	3,057	45.1
Promotion plates	68,000	92,333	24,333	35.8

Miss Woodward moved, seconded by *Miss Collins* and carried, that expression of appreciation be given *Miss Winfree*, director of the Division of Accounts and Records, for this excellent report.

Affiliated Associations—The question of the affiliation of small local groups was discussed and it was the consensus that all groups should be encouraged to affiliate even tho it might be impossible for them to send delegates. The receipt of the publications would be a source of inspiration and help to teachers belonging to small local units. The question of continuous membership of affiliated associations was also raised. While it is desirable to have continuous affiliation, it was felt that payment of annual dues should not be insisted upon and that if for some reason an affiliated association failed to pay Association dues for one year, it should be restored, if it so desired, the next year without being compelled to pay back dues. It was the thought of the Committee that instead of preparing a new manual or guide book for groups wishing to organize that we should use the one prepared by the Department of Classroom Teachers.

Business—The report for this division points out the fact that income from advertising and exhibits has greatly decreased during the year and will be further reduced during the coming year and that it will therefore be necessary to curtail along many lines. In spite of reduced income, however, it is pointed out that responsibilities to our members have never been greater. *President Dahl* made the observation that the Association must increase its services during the coming year and she is optimistic in her outlook regarding increased membership.

Field Division—An increase of 74 percent in the number of Institutes on Professional and Public Relations over last year is an indication of the interest and eagerness to cooperate in this movement. The director of this division is now devoting a large part of her time to federal aid and will continue to do so.

Membership—Attention was called to the 1942 Victory Honor Roll with Georgia leading the states with an increase in membership of 123 percent. Comment was also made on the report of progress by states showing the increase of NEA membership, Life Membership, affiliated locals, and FTA chapters. The total membership this year has reached a new all-high record of 217,934.

Publications—A summary showing the division of text pages in issues of the *Journal* during the year was read indicating the type of material selected for *Journal* readers of diversified training and interests. It was also noted in the report that *Journal* articles during the year have been widely reprinted in lay and professional press. The *Journal* program for 1942-43 and plans for American Education Week were discussed.

Public Relations—This office carries on an interpretive program thru educational and lay magazines, newspapers, radio, personal contacts, and correspondence. Newsletters—*Capital Comment*, *News and Views*, *Farm and Village Schools*, *Revue of Reviews*—have been sent out regularly during the school year. Twenty-five national radio programs were broadcast during the year for the purpose of interpreting the work of the Association.

Research—Particular attention was called to the consultative services of the division; its participation in the preparation of yearbooks and its work on the *Research Bulletins*.

Rural Service—In this report particular attention was called to the priorities affecting schools, particularly in regard to the production of certain school supplies and equipment and tires for school buses and the purchase of bus chassis. The development of the alarming shortage of qualified teachers for rural schools was also discussed.

The second part of the report dealing with the Summary of Committees, Commissions, and Councils was taken up next. *Secretary Givens* made comments on several of the committees and stated that recommendations concerning them would be made later.

The meeting adjourned at 12:35 P.M.

Friday Afternoon, June 26, 1942

President Dahl called the meeting to order at 3:15 P.M., the Board of Trustees having convened at 2:00 P.M.

RE-ESTABLISHMENT OF THE DEPARTMENT OF HIGHER EDUCATION—*Secretary Givens* stated that *Alonzo Myers* of New York University has been interested and active in the re-establishment of the Department of Higher Education of the NEA. He has secured and submitted petitions from thirty-one institutions in seventeen states with 503 signatures. Since there was a Department of Higher Education many years ago, it was felt that the Department could be re-established without the formality of laying over for one year.

Mr. Flora moved, seconded by *Miss Woodward* and carried, that the Executive Committee recommend to the Board of Directors that the Department of Higher Education be re-established at the Denver convention. *Mr. Myers* was present during the discussion and made the statement that he had received excellent response from institutions contacted. He thinks that if the Department of Higher Education is re-established it will mean an increase in membership of 5000 and possibly 10,000 NEA members. He suggested that if approval is given for the re-establishment of this Department that a representative temporary committee in higher education be appointed to develop plans and to work and cooperate with *T. D. Martin*, director of the Membership Division, on the question of membership and affiliation and to report at the winter convention.

Mr. DuShane moved, seconded by *Miss Collins* and carried, that the president appoint an Interim Committee to plan for the organization of the new department, to work with *Mr. Martin*, and to make a report concerning its plans to the Executive Committee at the winter convention.

CONTINUATION OF THE SECRETARY'S REPORT—*Secretary Givens* resumed the discussion of committee reports. The work of each committee was touched upon in a general way, particular attention being called to the work of the Legislative Commission. *Secretary Givens* reported a meeting called by the American Federation of Labor to which he was invited for the purpose of considering federal aid. The

Education Committee of the A.F. of L. thinks it impossible to secure permanent federal aid now and believes that we should work for emergency federal aid. The argument which is advanced by the A. F. of L. is that it will not be possible to secure permanent federal aid by September, but it is felt that there is some chance of securing emergency federal aid by then.

Attention was next called to that part of the *Secretary's Report* dealing with the reports of the departments. *Secretary Givens* read the tabulation giving the name of the department, the membership, whether it has a paid executive secretary, other employees if any, whether the department has an official journal or bulletin, a year-book, or other publications, how many committees each Department has, the number of branches, and its membership fees. *Mr. Saunders* read the bylaw which states that any NEA member may request membership in any one of the departments. *Secretary Givens* made the following recommendations:

1. That since we are facing a war situation with many increased problems the NEA render service only to those who are NEA members, this to apply both to individual members and to local associations.
2. That the NEA bylaw regarding membership in departments be enforced.

Mr. Thalman moved, seconded by *Mr. Stanton*, that these recommendations be approved and taken to the Board of Directors for consideration.

COMMISSION ON PROFESSIONAL ETHICS AND COMMITTEE ON EQUAL OPPORTUNITY—On the recommendation of *Secretary Givens*, *Miss Woodward* moved, seconded by *Mr. Stanton* and carried, that the Executive Committee recommend to the Board of Directors that the duties and responsibilities of the Commission on Professional Ethics and the duties and responsibilities of the Committee on Equal Opportunity be transferred to the Defense Commission.

COMMITTEE ON APPRAISAL—On the recommendation of *Secretary Givens*, *Mr. Stanton* moved, seconded by *Mr. Flora* and carried, that the Executive Committee recommend to the Board of Directors that the Appraisal Committee be abolished and that the Executive Committee appoint a committee to appraise the convention every five years.

COMMITTEE ON BYLAWS AND RULES—On the recommendation of *Secretary Givens*, *Miss Collins* moved, seconded by *Miss Woodward*, that the Executive Committee recommend to the Board of Directors that the size of the Committee on Bylaws and Rules be reduced from five to three and that this be accomplished by not filling the next two vacancies.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION—It was pointed out that during the year the American Library Association has adopted the policy of appointing two representatives on the Joint Committee of the NEA and ALA for a two-year period. *Mr. Flora* moved, seconded by *Miss Collins* and carried, that the NEA representatives on this Committee be appointed to serve for a period of two years.

BUDGET COMMITTEE—*Secretary Givens* read the budget data and recommendations for 1942-43. He pointed out that while the specific budget item for the Legislative Commission is \$7000 that the total amount to be expended is more than \$40,000 counting the time devoted to this work by various staff members.

The meeting adjourned at 5:45 P.M. to meet again at 7:30 P.M.

Friday Evening, June 26, 1942

President Dahl called the meeting to order at 8:00 P.M.

PERSONNEL RECOMMENDATIONS—On recommendation of *Secretary Givens*, the motion was made by *Mr. Stanton*, seconded by *Mr. Thalman* and carried, that certain changes in salaries and classifications be approved. A copy of these changes are on file with the official records in the office of the executive secretary.

RADIO PROGRAMS—*Secretary Givens* outlined the proposal by the War Department inviting the NEA to cooperate in radio broadcasts each week during the school

year. Present plans call for the radio programs to emanate from some historic shrine. Every school with a receiving set will be urged to listen to these programs which will be particularly fine both from the educational and patriotic standpoint.

Another series of radio programs called "Colonial Williamsburg, Inc." are being planned. These programs are to be of an historic nature and the NEA has been invited to sponsor them. They will deal particularly with early Virginia history.

CHANGE IN NAME OF THE DEPARTMENT OF SCIENCE INSTRUCTION—The officers and members of the Department of Science Instruction have requested that the name of the Department be changed to the American Council of Science Teachers. The change in name involves the addition of another large group of science teachers. *Mr. Thalman* moved, seconded by *Mr. Stanton* and carried, that approval be given the Department for changing its name to the American Council of Science Teachers.

LEGISLATIVE PROGRAM—In discussing the legislative program of the Association, *Secretary Givens* called attention to recent pamphlets and bulletins for use in the federal aid campaign. These include *Federal Aid for Education Now*, *A Story of Two Boys*, and *Federal Aid for Education—A Review of Pertinent Facts*. *R. E. Jagers* of the Kentucky State Department of Education has been working intensely in twenty-four of the forty-eight states during April, May, and June. Organizations for the promotion of federal aid have been set up in practically all these states. *T. D. Martin*, director of the Membership Division, has been working with the other twenty-four states.

The situation in the Senate for obtaining the passage of S. 1313 is good. In the House, the situation is more difficult. The House Committee on Education is made up almost entirely of representatives from the industrial East with only one member from a southern state where the need for federal aid is greatest. The program for pushing federal aid includes contacting every congressman before the November elections.

POSTAGE RATES—Considerable work has been done in the establishment of a definite postage rate for books. During the last two years the book rate has been one and one-half cents by Presidential order. A bill has been passed in the Congress establishing the book rate at three cents. The passage of this piece of legislation means that books can be sent anywhere in the United States at three cents per pound. The old rate prior to the Presidential order was seven cents per pound in the first zone, with an increase for each additional postage zone.

HATCH ACT—The amendment to the Hatch Act was passed by unanimous consent in the Senate. While there will undoubtedly be some opposition in the House, it is believed that it will pass.

ADULT EDUCATION BILL—The bill providing \$34,500,000 for adult education, particularly for those without a fourth-grade education and for the illiterates, is being carried as a part of *Administrator McNutt's* budget. The funds will be distributed by the United States commissioner of education thru the state departments of education.

EDUCATIONAL POLICIES COMMISSION—*Secretary Givens* read the proposed budget of the Educational Policies Commission which calls for an additional amount to carry on a broader program. The Committee believes that while the cause is worthy the NEA cannot now assume more than its present obligations to the Educational Policies Commission.

DEFENSE COMMISSION—*Secretary Givens* gave a brief report of the work of the Defense Commission. He called attention to the meeting which will be held in Denver on Saturday, June 27, with the National Association of Manufacturers. The first meeting of this type was held in Columbus, Ohio, with marked success.

STATUS OF PAST-PRESIDENTS AT THE CONVENTION IN BOSTON IN 1941—*Cornelia S. Adair*, representing the past-presidents, requested the Board of Directors to obtain the opinion of a constitutional lawyer concerning the legality of the action taken by the Representative Assembly in 1937 disqualifying the past-presidents from serving on the Board of Directors. This request was considered by the Board of

Directors and referred to the Executive Committee with power to act. At a later meeting of the Executive Committee, authorization was given the president and the executive secretary to secure the opinion of a lawyer whom they would select. Because it was felt that another lawyer's opinion would not settle the question and because the income of the Association had decreased during the latter part of the year, it was considered inadvisable to secure the opinion of another lawyer, and the suggestion was made that the past-presidents enter a friendly suit against the Association, the result of which would definitely settle the question.

Mr. Saunders expressed himself in agreement with the decision rendered by *Mr. Poss*, a Milwaukee lawyer, whose decision states that the action taken by the Representative Assembly was illegal. After considerable discussion *Mr. Saunders* moved, seconded by *Mr. Cram* and carried, that the Executive Committee recommend to the Board of Directors that the past-presidents prior to 1937 be restored to full rights. *Mrs. Dahl* and *Mr. DuShane* voted against the motion.

EMERITUS LIFE MEMBERSHIP—*Secretary Givens* reported the following members of long standing who have been honored during the year with Emeritus Life Memberships: *W. D. Swetland*, Kalispell, Montana; *Thomas O. Baker*, Deland, Florida; and *W. L. Stockwell*, Fargo, North Dakota.

THE PAYMENT OF SUBSTITUTE FOR MARGERY ALEXANDER—*Mr. Stanton* moved, seconded by *Mr. Flora* and carried, that the amount of \$61.50 submitted by *Margery Alexander*, member of the Executive Committee of the Department of Classroom Teachers, covering substitute expenses for twenty and one-half days from February 16 to March 6 inclusive, be approved and paid from the budget of the Department of Classroom Teachers.

COOPERATION WITH THE U. S. CHAMBER OF COMMERCE—The report of vocational training in wartime prepared by the Joint Committee of the AASA and the Education Committee of the Chamber of Commerce was called to the attention of the Executive Committee. There has been fine cooperation on the part of the members of this Committee.

TEACHERS AND RATIONING—High praise has come from many government sources and others thruout the country for the part teachers have played in the rationing program which includes both sugar and in certain of the eastern states gasoline. A suggestion came to *Secretary Givens* from a government official that the NEA pledge the teachers of the country to assist in rationing. The Committee believes that the Association is not in a position to pledge the teachers of the country to do any specific thing, but that we could give assurance that the teachers would willingly help in any worthy undertaking for the best interests of our country.

POSTCONVENTION CONFERENCE—Attention was again called to the postconvention conference which will be held from 2:00 P.M. Friday, July 3, to and including luncheon July 4.

VOLUME OF PROCEEDINGS—*Secretary Givens* read the memorandum sent to certain members of the staff asking specifically how the *Proceedings* can be reduced without incurring a loss in historical continuity. Members of the Executive Committee were in agreement that steps should be taken to reduce the size of the volume to approximately 500 pages.

PRIOR INDUCTION TRAINING FOR MEN CALLED INTO THE SERVICE—At this point *Merwin Peake*, chief, Pre-Induction Training Section, Man Power Branch, Civilian Personnel, Division of Service and Supply Headquarters of the War Department, a member of *General Somervell's* staff, appeared before the Committee. *Mr. Peake* explained that it is the duty of *General Somervell* and his staff to furnish implements of war and trained men to the fighting forces. Out of every 1000 men in the Army 630 are specialists. The bottom of the barrel has been reached. Further specialists must be trained. In comparison with the other fighting nations, the United States is lowest in number of trained divisions. Germany has 300 divisions which have been trained in excess of two years, England over 70, Japan over 260, Italy over 80, and the United States only 30. The present Army is an Army of specialists and there is a tremendous job ahead of training manpower. At the present time, of

the 433,000 men called that cannot be accepted because they are functionally illiterate, 147,000 of this number are good specimens physically and mentally. The Army has already set up some training centers where they are teaching these men in basic education. Obviously this is not work which should be done by the Army but by the educational forces of the country.

Mr. Peake's purpose in coming before the Executive Committee was to find out in what way the National Education Association and the educational forces of the country can assist in the training of these thousands of illiterate men. In addition to the Army which is growing by leaps and bounds, there are 714,000 civilian employees in the War Department alone. There are over 400,000 civilian employees in the Navy Department. The Army will be short 1,000,000 specialists this year. It needs help to train more men.

The *Secretary of War* stresses particularly in education, health, reading and writing, geography and history, mathematics and science. It is obvious that these men must have prior induction training. *Mr. Peake* brought out the fact that the classrooms in our schools will need to be changed to take care of the situation when peace comes; that our men will be stationed in all parts of the world; that they will need to know the language, habits, and economics of the country in which they are stationed. He stated that at Northwestern University representatives from seventy colleges have been called for a conference to discuss what they can do to help in this immense program.

The question was asked of *Mr. Peake* and answered in the affirmative as to whether the average high-school graduate is adequately trained for the Army. The question was also raised concerning the drafting of science teachers and teachers of shop work. *Mr. Peake* agreed that these teachers should be retained in their teaching positions in order to carry on this necessary and important work. The matter was discussed further after *Mr. Peake* retired and a motion was made by *Mr. DuShane*, seconded by *Mr. Stanton* and carried, that *Secretary Givens* be chairman of a committee to submit to the War Department a proposal by the National Education Association to meet the needs stressed by *Mr. Peake* and to outline what will be necessary to meet them.

The meeting adjourned at 11:45 P.M., subject to further call by the president.

WILLARD E. GIVENS, *Executive Secretary*
MYRTLE HOOPER DAHL, *President*

Thursday Afternoon, July 2, 1942

President Dahl called the meeting to order at 2:55 P.M. in the Stratton Room of the Brown Palace Hotel. All members of the Committee were present except *Mr. DuShane*. The meeting was called for the purpose of discussing the suggestions of the American Council on Education. After discussing these suggestions, the following recommendations were approved:

1. *Mr. Stanton* moved, seconded by *Mr. Flora* and carried, that a committee of three be appointed to work with the American Council on Education and the American Association of School Administrators and that this committee consist of the president of the NEA and chairman of the Board of Trustees and the executive secretary.

2. *Mr. Saunders* moved, seconded by *Miss Woodward* and carried, that the executive secretary accept membership on the Executive Committee of the American Council.

3. *Miss Collins* moved, seconded by *Mr. Cram* and carried, that since the NEA and the American Council called together sixty educational groups two years ago, forming the National Committee on Education and Defense, and since there is an Executive Committee of this National Committee which has met many times, that it is only fair and just to call a meeting of this Executive Committee to determine whether the work of the National Com-

mittee on Education and Defense has been completed and whether or not the Committee should be dissolved. Whatever decision is reached by the Executive Committee of the National Committee on Education and Defense will be satisfactory to the National Education Association.

APPRECIATION TO PRESIDENT DAHL—*Mr. DuShane* moved, seconded by *Mr. Cram* and carried, that the Committee express sincere appreciation to *President Dahl* for the fine public-spirited, unselfish service which she has rendered to the Association during the past year.

The meeting adjourned at 3:40 P.M.

WILLARD E. GIVENS, *Executive Secretary*
MYRTLE HOOPER DAHL, *President*

Friday, July 3, 1942

The meeting of the new Executive Committee was held in the Stratton Room of the Brown Palace Hotel on Friday, July 3, at 11:25 A.M. The new president, *A. C. Flora*, presided. The following members were present: *Leonard L. Bowman*, *Fred D. Cram*, *Myrtle Hooper Dahl*, *Joseph H. Saunders*, *B. F. Stanton*, *Emily A. Tarbell*, *John W. Thalman*, and *B. C. B. Tighe*. *Secretary Givens* and *Harriett M. Chase*, chief assistant to the secretary, were also present.

CONVENTION CITY AND DATES—*H. A. Allan*, business manager, stated that the memorandum of agreement from the Indianapolis Convention Bureau is in satisfactory form and that hotel reservations or reservations for state headquarters should be held back until there is an opportunity for further study. A motion was made by *Mr. Saunders* that the annual convention of the National Education Association be held in Indianapolis at such time as the Executive Committee may designate between June 21 and July 6, and that a contract be entered into between the Association and the Indianapolis authorities subject to such conditions and amendments as the business manager and executive secretary may find necessary. Seconded by *Mr. Thalman* and carried.

COMMITTEE ON ORGANIZATION—*Secretary Givens* recommended that three members of the Executive Committee selected by and including the president visit the Washington office before September 1 and spend two weeks making a survey of headquarters and that experts be called in if necessary. A searching evaluation of the work was urged. *Mr. Cram* made a motion to approve the recommendation of the executive secretary, seconded by *Mr. Thalman* and carried. *President Flora* named *Mrs. Dahl* and *Mr. Saunders* to the Committee. *Mr. Saunders* stated that on account of the war situation it would be impossible for him to spend the entire two weeks in Washington but that he would be glad to be there for a portion of the time.

NEXT MEETING OF THE COMMITTEE—A definite date for the next meeting of the Executive Committee was not set but it was suggested that it be held sometime after September 20 and before October 15 and at a time and place where it would be possible to have a joint meeting with the Executive Committee of the American Association of School Administrators.

ADJOURNMENT—The meeting adjourned at 12:05 P.M.

WILLARD E. GIVENS, *Executive Secretary*
A. C. FLORA, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF TRUSTEES

Washington, D. C.

Saturday, September 27, 1941

The Board of Trustees of the National Education Association met at NEA headquarters pursuant to the call of the chairman of the Board. Members present were *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, secretary; *Thomas J. Walker*, and *Myrtle Hooper Dahl*. *Florence Hale* was unable to be present. In accordance with regular practice, members of the Executive Committee were present also.

The forenoon was spent in inspecting the properties and visiting the bank in which the securities are kept.

The meeting was called to order by *Chairman Saunders* at 2:30 P.M. *H. A. Allan*, business manager, reported on the finances of the Association. He stated that the income from the operating fund was \$3000 ahead of the same time last year and that the expenses were \$6000 ahead, this being largely due to the expenses of directors to the Boston convention which were naturally more than for the Milwaukee convention. This increase is also accounted for in part by the fact that the bills for American Education Week material have all been paid. While the advertising for September and October is ahead of the same months last year there have already been a few cancellations for the issues ahead and more can be anticipated due to the fact that some of the regular advertisers now have nothing to sell because of inability to get material on account of priorities.

Mr. Allan also called attention to the smaller amount of exhibit space at San Francisco over the amount at Atlantic City and also that the space available at Denver is less than that at Boston.

Chairman Saunders stated that no changes or major repairs are being made on the administration building at the present time; that on January 30 the remaining indebtedness on the building will be paid so that the entire property will be free of any encumbrances. *Chairman Saunders* stated further that the purpose of the meeting here in Washington was mainly to examine the property, to check on the financial status of the Association, and to act on any changes to be made in the building.

There being nothing further to come before the meeting, the Board of Trustees adjourned, to meet on the call of the chairman.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Denver, Colorado

Friday Afternoon, June 26, 1942

The Board of Trustees of the National Education Association met in the Tabor Room of the Brown Palace Hotel at 2:00 P.M., pursuant to the call of the chairman of the Board. Members present were *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, secretary; *Florence Hale*, *Thomas J. Walker*, and *Myrtle Hooper Dahl*. In accordance with regular practice, members of the Executive Committee were present also.

The meeting was called to order by the chairman of the Board. On motion of *Mrs. Dahl*, seconded by *Mr. Doudna* and carried, the minutes of the previous meeting were approved unanimously without reading.

Chairman Saunders distributed copies of the report of the Board of Trustees. The chairman gave a report of the Permanent Fund of the Association showing

total assets of \$913,959.32, an increase of \$24,180.59 over last year. Increases appear in the holdings of the Association and all the departments except Supervisors and Directors of Instruction, the decrease in this case being due to an authorized transfer from the Permanent to the Operating Fund of the Department and in the item of Life Membership notes, reduced in value thru the payments made thereon.

The total investment of the Association and its departments in defense bonds within the current year is \$52,100.

When the Commercial National Bank closed, general funds on deposit amounted to \$74,116.38. Prior to this year dividends amounting to 72 percent have been paid. A final dividend of 12.57 percent was declared in May with proceeds therefrom amounting to \$9,315.80 which has been transferred to the Building Depreciation Fund. The final loss thru this bank failure has amounted to \$12,732.64.

The major accomplishment during the year financially has been the final payment on the headquarters property. The total investment in real estate, including the administration building and the adjoining garage property, has been \$633,480.50.

Attention was called to the loss in Association income following Pearl Harbor, December 7, 1941. This loss has been partly thru membership income but largely thru income from advertising and exhibits.

The chairman concluded his report with this statement: "The interest of every active member must be enlisted if the Association is to carry on its program." It is obvious that gains in membership are the only means of off-setting losses from other sources which cannot be avoided under wartime conditions. On motion of *Mr. Walker*, seconded by *Miss Hale* and carried, the report prepared by the chairman, covering the financial activities for the year, was adopted for presentation to the Board of Directors and the Representative Assembly.

On motion of *Miss Hale*, seconded by *Mr. Doudna* and carried, appreciation was expressed for the personal work of *Chairman Saunders* in his careful handling of the Permanent Funds of the Association.

A motion was made by *Mr. Doudna*, seconded by *Mr. Walker* and carried, that all the previous investments in securities held for the Building Depreciation Fund in the amount of \$29,608.06 as of May 31, 1942, be included in the Building Depreciation Fund charged against the real estate items of the general Permanent Fund.

On motion of *Mr. Walker*, seconded by *Miss Hale* and carried, it was agreed that the amount of \$12,732.64, representing the final loss to the Association thru the failure of the Commercial National Bank, be removed from the list of assets and be struck off as a loss.

The matter of taking out a policy for war damage insurance was discussed. *Mr. Doudna* made a motion, seconded by *Mr. Walker* and carried, that our headquarters property be covered by war damage insurance under the same ratio as our fire insurance.

Secretary Givens made the following recommendations on Life Membership cancellations: that the Board approve the cancellation of thirty-eight Life Memberships, the members having died since June 1, 1941; that the Board approve the cancellation of 112 Life Memberships and charge \$6600 in notes due from 93 of these 112 members against the reserve already established—no charge to be made against the reserve for nineteen since their notes were not received—and that the executive secretary be instructed to reinstate these members without prejudice should they so desire. On motion of *Mr. Walker*, seconded by *Mrs. Dahl* and carried, these recommendations were approved.

Chairman Saunders requested the members of the Board of Trustees to remain for a brief session following the adjournment of the Executive Committee.

On motion of *Miss Hale*, seconded by *Mr. Walker* and carried, the meeting adjourned at 3:15 P.M., subject to the call of the chairman.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Friday Morning, July 3, 1942

The meeting of the new Board of Trustees was called to order at 11:05 A.M. by *Joseph H. Saunders*. The members present were *Joseph H. Saunders*, *Myrtle Hooper Dahl*, *Edgar G. Doudna*, *Florence Hale*, and *A. C. Flora*. *Mr. Doudna* moved that *Mr. Saunders* serve as chairman of the Board of Trustees for the ensuing year. Seconded by *Miss Hale* and carried. *Miss Hale* moved that *Mr. Doudna* be re-elected secretary for 1942-43. Seconded by *Mrs. Dahl* and carried.

On motion of *Mr. Doudna*, seconded by *Mrs. Dahl* and carried unanimously, the following resolution was adopted:

Resolved, That *Joseph H. Saunders*, chairman of the Board of Trustees, and *Willard E. Givens*, executive secretary of the Association, be authorized to borrow from the National Metropolitan Bank of Washington, D. C., or from any other bank or banker, a sum of money not to exceed \$60,000, in six notes of \$10,000 each, or as much thereof as may be needed, for current obligations of the institution, when and as such needs occur.

A motion was made by *Mr. Flora*, seconded by *Mrs. Dahl* and carried, that all payments from Life Memberships hereafter received for credit to the Permanent Fund shall be invested and added to the Building Depreciation Fund until the total thereof, equivalent to 2 percent, for each year of Association ownership, of the cost of the addition to the administration building and the purchase price of the original administration building and the garage, exclusive of the price of the land; that until the Depreciation Fund becomes equivalent to such amount of 2 percent per year, no increase will be made to the total assets of the general Permanent Fund thru Life Membership receipts. As a basis of determining amounts to be so credited, it is understood that the cost of the addition to the administration building was \$325,000 in 1930; that the purchase price of the original administration building was \$50,000 in 1919; and that the purchase of the garage building was \$20,000 in 1937.

It was explained that *Ralph D. Quinter*, who has been retained as attorney for the Association for a number of years, is now working mainly in the real estate field. Because of this change in the work of *Mr. Quinter*, a motion was made by *Mr. Doudna*, seconded by *Miss Hale*, that the services of *Mr. Quinter* be discontinued since he is not now in active legal work; that the chairman of the Board of Trustees and the executive secretary be authorized to engage counsel for the Association of someone working more in the field of law; and that appreciation be expressed to *Mr. Quinter* for his past services.

On motion of *Miss Hale*, seconded by *Mr. Doudna* and carried, the meeting adjourned at 11:25 A.M., to meet in *Mrs. Dahl's* suite at 5:00 P.M.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Friday Afternoon, July 3, 1942

The Board of Trustees met in *Past-President Dahl's* suite in the Brown Palace Hotel with all members present.

After a discussion of problems dealing with the Board's responsibilities, the Board adjourned at 6:00 P.M., to meet subject to the call of the chairman.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

FINANCIAL REPORT, 1941-42

REPORT OF BOARD OF TRUSTEES

The Board of Trustees submits herewith its report on Permanent Funds and properties of the Association. All other details of financial operation are included in the Report of Auditors.

Following is a comparative statement showing the assets of the Permanent Funds of the Association as of May 31, 1941, and May 31, 1942:

	<i>May 31, 1941</i>	<i>May 31, 1942</i>
Cash on hand	\$ 10,370.15	\$ 2,634.96
Securities	133,745.71	144,078.82
Life Membership Notes.....	88,587.64	81,499.89
Real Estate—Less Reserve	602,480.50	625,480.50
Parker Teacher Welfare Fund.....	9,024.54	9,277.59
Elementary School Principals Fund	11,926.62	12,826.32
American Association of School Administrators Educational Research Fund.....	27,546.07	31,319.55
Supervisors and Directors of Instruction Fund	4,097.50	2,278.00
American Association for Health, Physical Education, and Recreation	2,000.00	4,000.00
National Association of Deans of Women Fund		563.69
	<hr/>	<hr/>
	\$889,778.73	\$913,959.32

From the above it will be noted that the Permanent Fund assets have increased \$24,180.59 during the year. Increases appear in the holdings of the Association and all the departments, except the Supervisors and Directors of Instruction, the decrease in this case being due to an authorized transfer from permanent to operating funds of the department. The item of Life Membership Notes is reduced in value thru the payments made thereon.

Exhibit "E" of Report of Auditors schedules the investments and securities in detail. All income from securities has been paid promptly with the exception of that from the bonds of the St. Louis and San Francisco Railroad Company, under reorganization. This lot of bonds has face value of \$5,250 and partial payment of interest has now been made for the third successive year.

State of Arkansas Toll Bridge Bonds were called during the year. Our holdings amounted to \$31,791.48. Receipts from these bonds in the amount of \$31,700 were invested in U. S. Treasury Defense Bonds, Series G. For the General Fund of the Association there were bought from the Supervisors and Directors of Instruction one U. S. Savings Bond, Series C, with current value of \$810 and redemption value of \$1,000, and one U. S. Treasury Bond, 3¼%, at current price of \$1,040 and redemption value of \$1,000.

U. S. Treasury Defense Bonds, Series G, in the amount of \$9,300 were purchased out of the amount received from the dividend of the Commercial National Bank, and these bonds were added to the group held as Reserve for the Building Fund. The amount of \$900 in the Parker Teacher Welfare Fund was also invested in U. S. Treasury Defense Bonds, Series G.

U. S. Treasury Defense Bonds, Series G, were purchased from the Permanent Funds of the following departments in the following amounts: Elementary School Principals, \$1,500; American Association of School Administrators, \$6,000; American Association for Health, Physical Education, and Recreation, \$2,000.

U. S. Treasury Defense Bonds, Series F, in the amount of \$700 were purchased for the Department of Deans of Women.

Our total investment in Defense Bonds within the current year for the Association and its departments has amounted to \$52,100.

When the Commercial National Bank closed, general funds on deposit amounted to \$74,116.38. Prior to this year dividends amounting to 70% have been paid. A final dividend of 12.57% was declared in May with proceeds therefrom amounting to \$9,315.80. The final loss thru this bank failure has amounted to \$12,732.64.

Our major accomplishment financially has been the complete clearance of the Association property from debt thru the final payment of the real estate mortgage loan January 30 in the amount of \$23,000. The total investment in real estate, including the administration building and the adjoining garage property, has been \$633,480.50.

The growth in Association real estate holdings is interesting. In 1920 the Association purchased the four-story brick building at 1201 Sixteenth St., N. W. In 1922 adjoining properties on M Street were purchased. These properties were remodeled and were used by the Association for several years. In 1928 the first action was taken for construction of a new addition to the building and in 1929 plans were prepared.

In January 1930 a contract was awarded for the erection of a seven-story addition to the original building in accordance with the plans and specifications of the Frank Irving Cooper Corporation. To finance this construction, the amount of \$125,000 was made available from the Permanent Fund and a loan of \$200,000 was negotiated. In 1937 the property immediately adjoining, a two-story brick building used as a garage and salesroom, was purchased at the price of \$63,050. When this purchase was made, the balance of the loan on the administration building was consolidated with the trust on the garage property under more favorable terms as to rate of interest and period of amortization of the loan. The new trust amounted to \$115,000. It was written for a period of ten years with provision that the Association could reduce the loan by annual payments with maximum annual payments of 20% of the principal. The maximum payments were made each year and the final payment of \$23,000 made on January 30, 1942. This debt has been paid in full.

The Board of Trustees at its meeting September 30, 1941, in Washington thoroly inspected the properties. The condition of the administration building is excellent. Out of its operating funds as a tenant, the Association carries on all upkeep, minor repairs, interior painting, and renovations. Any major repairs or improvements authorized by the Board of Trustees are met out of the income from the Permanent Fund. During the past year, the total expense for these purposes was \$323.96 covering the relaying of a sewer line in the older building unit and waterproof treatment of the roof on the garage. No major repairs or alterations are anticipated for the ensuing year.

All space in the administration building is fully occupied. In order to meet any further demands for office space on the part of the departments, or other Association activities, transfers and adjustments would be necessary.

The Board of Trustees recommends that the Report of Auditors be read with care. The decrease of income for 1941-42 from that of 1940-41 is \$16,707.32 and the income is \$29,207.66 below the amount budgeted for 1941-42. Care in administering the budget, however, has resulted in operating expense being \$25,363.89 less than the budget allowance and only \$3,843.77 in excess of the income. The losses of income primarily are from advertising and exhibits and have developed since January 1, 1942. Altho the membership income has increased over that of last year, the amount received thru the period from February thru May fell below that received for the same months of 1941.

The interest of every active member must be enlisted if the Association is to carry on its program. It is obvious that gains in membership are the only means of offsetting losses from other sources which cannot be avoided under wartime conditions.

Permanent Fund—Principal Account

Cash Report—May 31, 1942

General Fund

Cash balance, May 31, 1941.....	\$10,370.15	
Receipts from Life Members.....	16,754.75	\$27,124.90
Other Receipts:		
In transit from Treasurer.....	277.00	
State of Arkansas Bonds called.....	31,784.41	32,061.41
		<hr/>
		59,186.31
Disbursements:		
Exchange on Foreign Checks.....	4.95	
Adjustment of Life Membership payment..	10.00	
Curtail on Mortgage.....	23,000.00	
Purchase of Bonds from Department of Supervisors and Directors of Instruction..	1,850.00	
Purchase of U. S. Defense Bonds, Series G..	31,700.00	
Bank service charge.....	2.20	56,567.15
		<hr/>
Cash balance, May 31, 1942.....		\$ 2,619.16

Reserve for Depreciation on Building

Receipts:		
Final Dividend—Commercial National Bank		9,315.80
Disbursements:		
Purchase of U. S. Defense Bonds, Series G..		9,300.00
		<hr/>
Cash balance, May 31, 1942.....		\$ 15.80

Elementary School Principals Fund

Cash balance, May 31, 1941.....	1,072.64	
Receipts:		
Receipts from Life Members.....	899.70	1,972.34
		<hr/>
Disbursements:		
Purchase of U. S. Defense Bonds, Series G..		1,500.00
		<hr/>
Cash balance, May 31, 1942.....		\$ 472.34

American Association of School Administrators—Educational Research Fund

Cash balance, May 31, 1941.....	2,814.75	
Receipts:		
Membership Donations and Subscriptions..	3,763.48	
Adjustment of Life Membership from NEA	10.00	6,588.23
		<hr/>
Disbursements:		
Purchase of U. S. Defense Bonds, Series G..		\$ 6,000.00
Cash balance, May 31, 1942.....		\$ 588.23

Supervisors and Directors of Instruction

Cash balance, May 31, 1941.....	\$ 97.50	
Receipts:		
U. S. Treasury Coupons	30.50	
		<hr/>
Cash balance, May 31, 1942.....		\$ 128.00

National Association of Deans of Women

Receipts:

Receipts from Life Members.....	\$563.69
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Disbursements:

Purchase of \$700 U. S. Defense Bonds, Series F	518.00
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Cash balance, May 31, 1942.....	\$	45.69
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Parker Teacher Welfare Fund

Cash balance, May 31, 1941.....	\$762.45
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Receipts:

Interest on bonds.....	112.50	
Dividend on 208 S. LaSalle Street Cor- poration	20.00	
Dividend on 4000 Drexel Boulevard Cor- poration	10.00	
Rental and sale of wheat from property in Burleigh County, N. Dak.....	161.50	1,066.45

Disbursements:

Purchase of U. S. Defense Bonds, Series G	900.00	
Montana and North Dakota Property Tax..	50.95	950.95

Cash balance, May 31, 1942.....	\$	115.50
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TOTAL CASH BALANCE, May 31, 1942....	\$	3,984.72
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Deposited in American Security and Trust Com- pany, Washington, D. C.....	3,627.72
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Due from NEA Treasurer.....	277.00
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Deposit Credited—June	80.00
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\$	3,984.72
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Permanent Fund—Income Account
May 31, 1942

Receipts:

Interest on Bonds.....	\$ 3,896.15	
Interest on Bank Deposits.....	168.04	
Rent—Headquarters Building.....	43,000.00	
Rent—Garage Property.....	5,100.00	\$52,164.19

Disbursements:

Attorney's Retainer Fee—1941-42.....	500.00	
Penn Mutual Life Insurance Company— Interest on Mortgage	1,035.00	
Cost of Arkansas Coupons returned.....	.31	
Alterations and Repairs on Administra- tion Building	323.96	
Taxes—Garage Property	1,063.78	
Plate Glass Insurance—Garage Property..	30.96	
Safe Deposit Box Rental.....	42.00	
Release of Mortgage Notes.....	7.60	3,003.61

To Treasurer for Income 1941-42.....	49,160.58	\$52,164.19
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The above income represents net earnings of 6.4 percent on the invested capital of the Association.

A full statement of the Permanent Fund is shown in the Report of Auditors, Exhibit "D," and list of properties held for the credit of the Parker Teacher Welfare Fund is shown in Exhibit "F."

Board
of
Trustees

JOSEPH H. SAUNDERS, *Chairman*
E. G. DOUDNA, *Secretary*
MYRTLE HOOPER DAHL
FLORENCE HALE
THOMAS J. WALKER

June 26, 1942

Report of Auditors

WAYNE KENDRICK & COMPANY
Certified Public Accountants
RUST BUILDING, WASHINGTON, D. C.

June 16, 1942

Mrs. Myrtle Hooper Dahl, President
National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Madam:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1942, and present herewith our report comprised of the following exhibits and comments:

Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1942.

Exhibit "B"—Condensed Comparative Statement of Income and Expenses for the Fiscal Years Ended May 31, 1941 and 1942.

Exhibit "C"—Income and Expenses for the Fiscal Year Ended May 31, 1942.

Exhibit "D"—Assets of Permanent Funds as at May 31, 1942.

Exhibit "E"—Investments in Securities—Permanent Funds Bonds as at May 31, 1942.

Exhibit "F"—Properties Held for the Credit of the Parker Teacher Welfare Fund as at May 31, 1942.

(Only Exhibit B is included in this volume. Complete statements regarding the other exhibits appear in the separately published *Financial Report*.)

Comments

Our examination involved primarily the verification of assets and liabilities of the association as at May 31, 1942, but we made sufficient tests of income and expense accounts to assure ourselves of the substantial accuracy thereof.

Cash in banks was verified by a comparison of all checks paid by the depositories with amounts entered in the books of account. We also inspected the checks as to payees and endorsements. All bank accounts were verified by direct correspondence with the depositories. Cash on hand was verified by actual count. Income checks of Permanent Funds were verified by inspection of the checks showing payments to the regular account.

Accounts receivable, amounting to \$7,749.61, were verified by inspection of the individual accounts in the ledger and proof thereof with the control account.

Postdated checks in the amount of \$685.06 were verified by inspection. Such checks as were returned by the banks unpaid at maturity dates are included in protested checks.

Protested checks in the amount of \$116.10 were examined by us.

The reserve for doubtful accounts, covering accounts receivable for advertising, publications, exhibits, postdated checks, and protested checks is, in our opinion, sufficient to cover probable losses from the non-collection of these items.

The Commercial National Bank paid a final dividend during the year, making a total of 82.57 percent paid to general depositors of the amounts on deposit at the time the bank was closed. The balance to your credit at the time the bank was closed amounted to \$74,111.38 of which \$61,193.74 was paid, which after giving credit for an outstanding check in the amount of \$185.00 leaves a net loss of \$12,732.64. This loss has been charged to surplus.

State, county, and municipal warrants were verified by inspection.

Stamped envelopes and cards, \$745.95, and office supplies, \$4,221.66, were inventoried by your staff, and an inspection and test-check was subsequently made by us to determine the reasonableness as to quantities and prices thereof. We also checked calculations and extensions of the larger items.

Office furniture and fixtures, \$42,174.58, is the net value shown by the records after deducting the reserve for depreciation amounting to \$55,857.47. We verified the additions made to this account during the year by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory as of May 31, 1941. We decreased the book value to the physical inventory value by increasing the reserve for depreciation in the amount of \$5,067.87.

Depreciation on buildings has not been deducted during the past ten years due to the fact that it would be necessary to set aside cash from income to increase the "depreciation fund." As it was deemed advisable to curtail the mortgage obligations, before increasing the "depreciation fund," this was done. Now that the mortgage obligations have been paid it is our recommendation that the depreciation deduction be resumed in the ensuing fiscal year.

Notes receivable—life members, in the amount of \$105,091.87, as shown on exhibit "D,"¹ were examined and found to be in agreement with the books. These are mainly non-negotiable installment notes given in payment of life memberships. Notes received during the past three years are in a negotiable form. The reserve for anticipated loss amounting to \$23,591.98 appears to be sufficient to cover immediate requirements.

The unpaid balances of life membership notes have been classified as follows:

	<i>Number of Notes</i>	<i>Balance Due</i>
To be Canceled	95	\$6,672.00
Members not Located	6	386.00
Inactive	286	19,666.00
Delinquent but Receiving Journal.....	15	1,014.00
Presented with Membership—Donor Delinquent.....	50	3,307.00
Service Stopped for Delinquency in Payments.....	14	872.00
Miscellaneous Status	22	1,169.00
Value of Current Notes with Payments Beginning:		
1936 to 1940, Inclusive	173	8,988.50
1941	140	7,060.50
1942	805	39,847.77
1943-44	383	16,109.10
	<u>1,989</u>	<u>\$105,091.87</u>

In the course of our examination we also found that members who did not sign notes are making payments on life memberships as follows:

¹ Included in separately published *Financial Report*,

	<i>Number of Subscriptions</i>	<i>Amount Subscribed</i>	<i>Collected</i>	<i>Balance Unpaid</i>
Active—Payments Made Currently..	212	\$21,200.00	\$10,491.75	\$10,708.25
Inactive	62	6,200.00	1,407.50	4,792.50
	<u>274</u>	<u>\$27,400.00</u>	<u>\$11,899.25</u>	<u>\$15,500.75</u>

This balance of \$15,500.75 has not been entered on the books and is not included in the assets of the Permanent Funds.

Securities were verified by actual inspection. It will be noted from exhibit "E" ¹ that interest amounting to \$139.65 was received on the St. Louis and San Francisco Railroad bonds during the year. With the exception of \$4.46, interest due on these bonds at January 1, 1934, and subsequent thereto is in default. The following summary shows the book value and market value as at May 31, 1942, of the securities held in the various funds of your association.

<i>Fund</i>	<i>Book Value 5-31-42</i>	<i>Market Value 5-31-42</i>
General	\$114,470.76	\$100,840.88
General—Reserved for Building Fund	29,608.06	30,550.90
Elementary School Principals	12,353.98	14,271.22
American Association of School Administrators.....	30,731.32	33,518.07
Supervisors and Directors of Instruction.....	2,150.00	2,430.00
Parker Teacher Welfare	9,162.09	9,454.20
American Association for Health, Physical Education, and Recreation	4,000.00	3,776.00
National Association of Deans of Women.....	518.00	518.00
	<u>\$202,994.21</u>	<u>\$195,359.27</u>

The above figures show an increase in book value of \$19,401.11, whereas the market value increased \$19,887.25 over the value shown at May 31, 1941.

It will be noted from exhibit "A" ¹ that the total net equity value of the Permanent Funds assets was \$913,959.32 at May 31, 1942, as compared to \$889,778.73 at May 31, 1941. The increase is accounted for as follows:

Net Equity Value at May 31, 1941—

As Shown by Prior Audit Report..... \$889,778.73

To Which Add:

Increases in the Following:

Equity in Real Estate.....	\$23,000.00	
Elementary School Principals Account....	899.70	
American Association for Health, Physical Educa- tion, and Recreation	2,000.00	
National Association of Deans of Women.....	563.69	
Securities—General Funds	10,333.11	
American Association of School Administrators....	3,773.48	
Parker Teacher Welfare Fund.....	253.05	40,823.03
		<u>\$930,601.76</u>

From Which Deduct:

Decreases in the Following:

Cash	\$ 7,735.19	
Life Members Notes	7,087.75	
Supervisors and Directors of Instruction.....	1,819.50	16,642.44
		<u>\$913,959.32</u>

Net Equity Value May 31, 1942.....

\$913,959.32

¹ Included in separately published *Financial Report*.

Vouchers payable in the amount of \$15,788.13 were verified by inspection of invoices and statements from creditors and by examination of the accounts in the voucher register. We also ascertained from the cash book that none of these liabilities had been paid previously. We were advised by the business division that there were no unrecorded purchases involving obligations for the fiscal year ended May 31, 1942.

We checked the amounts due to the Elementary School Principals, American Association of School Administrators, Supervisors and Directors of Instruction, and American Association for Health, Physical Education, and Recreation with the records maintained by those departments. Amounts due to other associated departments and commissions were accepted as shown by the books. The total shown on exhibit "A"¹ is comprised of amounts due departments as follows:

American Association for Health, Physical Education, and Recreation		\$11,926.15
American Association of School Administrators.....		14,203.24
American Educational Research Association.....		4,538.21
Department of Art Education		232.74
Department of Elementary School Principals		9,610.99
Department of Garden Education		215.25
Department of Home Economics		1,227.29
Department of Lip Reading		127.64
Department of Rural Education.....		1,193.91
National Council for Social Studies.....		389.47
Resource Units—Secondary-School Principals and Social Studies		139.80
		<hr/>
		\$43,804.69
Less: Overdrawn		
Department of Adult Education.....	\$ 365.44	
Department of Business Education.....	1,788.67	
Department of Science Instruction.....	18.47	
Department of Secondary Teachers.....	4.91	
Department of Supervisors and Directors of Instruction	3,401.07	
Music Educators National Conference.....	25.91	
National Association of Deans of Women.....	292.38	
National Association of Secondary-School Principals.	1,975.51	7,872.36
		<hr/>
		\$35,932.33

Included in the liability section of the statement of assets and liabilities are unexpended balances of special funds received for the support of the following:

Horace Mann-Hugh Birch Fund.....	\$ 4,270.37
Safety Education Project	770.34
Joint Enterprise with World Federation of Education Associations	275.51
National Committee for Determining Teacher Qualifications in Art.....	5,000.00
National Council on Teacher Retirement.....	424.65
National Defense—Office of Education.....	769.12
Radio Fund—Office of Education.....	12.17
Committee on Teachers Salaries.....	102.04
	<hr/>
	\$11,624.20

¹ Included in separately published *Financial Report*.

Less: Overdrawn		
Educational Policies Commission.....	\$5,357.54	
Educational Policies Commission—		
Latin American Relations Project.....	39.20	
Inter-American Affairs—State Department.....	5,053.54	\$10,450.28
		<u>\$ 1,173.92</u>

The balance of the first trust notes payable against the real estate was paid during the year, and verification was made by inspection of the original deed of trust and a release thereof.

Suspense, shown in the liability section of exhibit "A,"¹ in the amount of \$443.11, is comprised of cash received from various sources from memberships, etc., carried in this account until information is received showing the proper accounts to be credited.

Your association owns certain personal and real property received from the Estate of Marilla Z. Parker, as shown on exhibit "F"¹ of this report. These assets are in process of liquidation, and as definite values have not been placed thereon, they have not been entered on the books of the association as assets of the Parker Teacher Welfare Fund. A small income is now being received from these assets.

A comparative summary of budgeted and actual expenditures follows:

	Actual Expenditures	Budget Allowance	Under or Over Budget
Board of Trustees.....	\$ 485.48	\$ 950.00	\$ 464.52
Elected Directors	10,667.90	11,000.00	332.10
Executive Committee	6,745.06	6,500.00	245.06
Office Expense for President.....	469.25	250.00	219.25
General Office	9,173.31	9,190.00	16.69
Physical Plant	58,217.74	58,950.00	732.26
Annual Conventions	6,855.79	9,000.00	2,144.21
Journal of the NEA.....	90,040.13	90,000.00	40.13
Other Publications	25,757.68	25,700.00	57.68
Association Membership Dues.....	300.00	100.00	200.00
Expenses of Delegates.....	8,450.00	9,000.00	549.50
Retirement Annuities and Insurance.....	11,745.40	10,750.00	995.40
Departments	19,797.56	20,800.00	1,002.44
Committees	13,470.89	13,400.00	70.89
Educational Policies Commission.....	13,000.00	13,000.00	
National Committee on Education and Defense	951.47	2,200.00	1,248.53
Natl. Comm. for Defense of Democracy thru Ed.	12,863.12	20,000.00	7,136.88
Joint Retirement Commission.....		5,000.00	5,000.00
Executive Secretary's Office.....	31,702.18	33,501.00	1,798.82
Division of Accounts and Records.....	41,438.26	41,966.00	527.74
Division of Field.....	12,379.35	12,890.00	510.65
Division of Business.....	26,143.14	26,923.00	779.86
Division of Publications.....	34,531.80	35,198.00	666.20
Division of Research.....	63,755.09	65,728.00	1,972.91
Division of Affiliated Associations.....	8,252.28	8,513.00	260.72
Division of Administrative Service.....	9,438.69	9,465.00	26.31
Division of Memberships.....	12,096.63	12,190.00	93.37
Promotion and Maintenance of Membership..	19,740.25	19,000.00	740.25
Division of Rural Service.....	11,117.82	10,885.00	232.82
Publicity Section	14,475.49	16,233.00	1,757.51
Executive Secretary's Contingent Fund.....	710.85	1,855.00	1,144.15
	<u>\$574,773.11</u>	<u>\$600,137.00</u>	<u>\$ 25,363.89</u>

¹ Included in separately published *Financial Report*.

No cash value for the retirement annuities insurance policies owned by the association on the lives of its employees is carried on the books. The cash surrender value of all policies issued under this plan as at May 31, 1942, aggregates \$240,084.29 of which, under the operation of the plan, \$155,828.84 belongs to employees and \$84,255.45 belongs to your association.

Permanent employees resigning from the association receive refunds of the amounts deducted from their salaries for payment of premiums on retirement annuities insurance policies. Policies are surrendered for the cash values and the excess of the amounts refunded to resigning employees has been deposited in a special bank account. These funds have also been transferred from general surplus to reserve for retirement annuities, against which charges are being made for certain special payments to retired employees.

Prepaid subscriptions and memberships have been treated as income at the time received. Likewise such items as costs of unprinted journals, prepaid insurance, other expenses, etc., have been treated as expenses at the time the invoices therefor were received.

The following is a summary of the Permanent Funds income account for the current year:

Income

Interest on Deposits.....	\$ 168.04
Interest on Bonds.....	3,896.15
Rent from Headquarters Building.....	43,000.00
Rent from Garage Property.....	5,100.00
	<hr/>
	\$52,164.19

Deduct:

Expenses

Attorney's Retainer	\$ 500.00	
Interest on First Trust Payable.....	1,035.00	
Taxes on Garage Property.....	1,063.78	
Insurance	30.96	
Rental of Safe Deposit Box.....	42.00	
Building Repairs	323.96	
Miscellaneous	7.91	3,003.61
	<hr/>	<hr/>

Balance Transferred to Treasurer of National Education Association	<hr/> <hr/>
	\$49,160.58

Subject to the foregoing comments, we hereby certify that, in our opinion, the attached statement of assets and liabilities, marked exhibit "A,"¹ reflects the true financial condition of the National Education Association of the United States as at May 31, 1942.

Respectfully submitted,

WAYNE KENDRICK & COMPANY

By WAYNE KENDRICK

Certified Public Accountant

¹ Included in separately published *Financial Report*.

Condensed Comparative Statement of Income and Expenses

For the Fiscal Years Ended May 31, 1941 and 1942

		<i>EXHIBIT "B"</i>	
		1942	
		Increase or	
		Decrease	
		Over 1941	
		Fiscal Years Ended May 31,	
		1941	1942
INCOME			
Permanent Funds—Net Income.....	\$ 47,271.25	\$ 49,160.58	\$ 1,889.33
Memberships	213,592.11	219,980.24	6,388.13
Journal of the NEA—Subscriptions and Advertising.....	255,129.77	253,191.42	1,938.35
Convention Exhibits (Net).....	36,682.93	19,829.78	16,853.15
Research Bulletins—Subscriptions.....	3,226.21	3,055.02	171.19
Honoraria	3,036.90	1,285.38	1,751.52
Rentals	4,044.18	3,273.17	771.01
Sales of Publications.....	24,239.48	10,721.36	13,518.12
American Education Week.....	*	9,993.54	9,993.54
Sundry Income	414.03	439.05	25.02
TOTAL INCOME	\$587,636.86	\$570,929.54	\$ 16,707.32

* Includes American Education Week.

		<i>EXHIBIT "B"</i>	
		1942	
		Increase or	
		Decrease	
		Over 1941	
		Fiscal Years Ended May 31,	
		Schedule 1941	1942
Deduct:			
OPERATING EXPENSES			
—From Exhibit "C"			
Board of Trustees....."B-1"	\$ 457.13	\$ 485.48	\$ 28.35
Elected Directors ....."B-1"	9,155.89	10,667.90	1,512.01
Executive Committee Expenses....."B-1"	5,410.39	7,214.31	1,803.92
General Office Expenses....."B-2"	9,543.28	9,173.31	369.97
Physical Plant Expenses....."B-3"	58,320.06	58,217.74	102.32
Annual Conventions ....."B-4"	8,763.34	6,855.79	1,907.55
Publications—Printing and Distribu- tion ....."B-5"	117,878.43	115,797.81	2,080.62
Departments ....."B-6"	17,836.41	19,797.56	1,961.15
Committees ....."B-7"	10,783.51	13,470.89	2,687.38
Educational Policies Commission...."B-8"	5,400.00	13,000.00	7,600.00
National Committee on Education and Defense ....."B-9"	—	951.47	951.47
National Commission for Defense of Democracy thru Education....."B-10"	—	12,863.12	12,863.12
Joint Retirement Commission....."B-11"	—	—	—
Association Membership Dues....."B-12"	100.00	300.00	200.00
Expenses of Delegates....."B-13"	8,541.50	8,450.50	91.00
Retirement Annuities and Insur- ance ....."B-14"	10,738.53	11,745.40	1,006.87
Executive Secretary's Office....."B-15"	30,790.54	31,702.18	911.64
Division of Accounts and Records.."B-16"	40,780.56	41,438.26	657.70
Division of Field....."B-17"	12,648.67	12,379.35	269.32

EXHIBIT "B"				
1942				
Increase or				
Fiscal Years Ended May 31, Decrease				
	Schedule	1941	1942	Over 1941
Division of Business.....	"B-18"	\$25,572.99	\$26,143.14	\$570.15
Division of Publications.....	"B-19"	36,427.50	34,531.80	1,895.70
Division of Research.....	"B-20"	70,153.72	63,755.09	6,398.63
Division of Affiliated Associations.....	"B-21"	8,181.48	8,252.28	70.80
Division of Administrative Service.....	"B-22"	9,133.29	9,438.69	305.40
Division of Membership.....	"B-23"	11,830.63	12,096.63	266.00
Promotion and Maintenance of				
Membership	"B-24"	19,290.06	19,740.25	450.19
Division of Rural Service.....	"B-25"	10,388.72	11,117.82	729.10
Publicity Section	"B-26"	12,839.33	14,475.49	1,636.16
Executive Secretary's Contingent				
Fund	"B-27"	2,351.46	710.85	1,640.61
TOTAL OPERATING EXPENSES.....		\$553,317.42	\$574,773.11	\$ 21,455.69
NET INCOME OR LOSS BEFORE PROVISION				
FOR BAD DEBTS, PROTESTED CHECKS, AD-				
JUSTMENT OF INVENTORIES, AND DEPRECI-				
ATION.....		\$ 34,319.44	\$ 3,843.57	\$ 38,163.01
Deduct:				
Adjustment of Postage and Stationery In-				
ventories		\$ 315.06	\$ —	315.06
Provision for Bad Debts and Protested				
Checks		509.54	405.81	103.73
Depreciation on Office Furniture and Fix-				
tures		4,293.61	5,067.87	774.26
		\$ 4,488.09	\$ 5,473.68	\$ 985.59
NET INCOME OR LOSS FROM OPERATIONS				
FOR THE FISCAL YEARS ENDED MAY 31,				
1941 AND 1942.....		\$ 29,831.35	\$ 9,317.25	\$39,148.60

Report of Treasurer, for the Fiscal Year Ended May 31, 1942 ¹

B. F. STANTON, TREASURER

CASH ON DEPOSIT AND ON HAND JUNE 1, 1941.....	\$146,367.83
To Which Add:	
CASH RECEIPTS	
Memberships and Subscriptions—Research Bulletins.....	\$432,294.09
Advertising	43,932.59
Convention Exhibits (Net)	19,829.78
Permanent Funds Income—1941-42 (Net).....	49,160.58
Honorariums	1,285.38
Rentals (Net)	3,273.17
Sales of Reports and Publications.....	10,721.36
American Education Week	9,993.54
Sundry	439.05
Final Dividend on Commercial National Bank Deposits..	9,315.80
	580,245.34

¹ Adopted by Representative Assembly, July 1, 1942.

	BALANCES MAY 31			
OTHER INCREASES IN CASH	1941	1942		
Increases in Liabilities				
Deductions from Payroll for War Savings Bonds.....\$	—	\$ 282.75		
Committee on Teachers' Salaries	—	102.04		
National Committee for Determining Teacher Qualifications in Art.....	—	5,000.00		
National Council on Teacher Retirement	—	424.65		
Reserve for Retirement Annuities	—	13,853.80		
Educational Policies Commission—Civic Education Project	—	2,263.99*	\$ 21,927.23	
Decreases in Assets				
Accounts Receivable	\$10,305.35	\$ 7,222.97		
Stamped Envelopes and Cards.	873.00	745.95		
	<u>\$11,178.35</u>	<u>\$ 7,968.92</u>	<u>3,209.43</u>	<u>\$25,136.66</u>
TOTAL CASH ACCOUNTABILITY				\$751,749.83
From Which Deduct:				
CASH DISBURSEMENTS				
Board of Trustees	\$	485.48		
Elected Directors		10,667.90		
Executive Committee Expenses		7,214.31		
General Office Expenses		9,173.31		
Physical Plant Expenses		58,217.74		
Annual Conventions		6,855.79		
Publications—Printing and Distribution....		115,797.81		
Special Appropriations				
Departments		19,797.56		
Committees		13,470.89		
Educational Policies Commission.....		13,000.00		
National Commission for Defense of Democracy thru Education		12,863.12		
National Committee on Education and Defense		951.47		
Association Membership Dues		300.00		
Expenses of Delegates		8,450.50		
Retirement Annuities and Insurance.....		11,745.40		
Divisions		265,330.73		
Promotion and Maintenance of Membership		19,740.25		
Secretary's Contingent Fund		710.85	\$574,773.11	
Transfer to Permanent Funds—Life Membership — Final Dividend — Commercial National Bank			9,315.80	
Transfer to Reserve for Retirement Annuities			15,326.97	
Purchase of Furniture and Fixtures.....			5,290.05	

* Accounts overdrawn.

	BALANCES MAY 31		
	1941	1942	
OTHER DECREASES IN CASH			
Increases in Assets			
Protested Checks	\$ 60.54	\$ 75.66	
Time Checks and Warrants...	760.31	1,021.23	
Travel Advance	80.00	205.00	
Office Supplies	1,718.95	4,221.66	
	<u>\$ 2,619.80</u>	<u>\$ 5,523.55</u>	\$2,903.75
Decrease in Liabilities			
Vouchers Payable	\$18,001.63	\$16,065.13	
Associated Departments	45,686.40	35,932.33	
National Defense — Office of Education	12,118.92	769.12	
Radio Fund—Office of Educa- tion	2,943.40	12.17	
Educational Policies Commis- sion	3,790.77	5,357.54*	
Horace Mann — Hugh Birch Fund	9,397.51	4,270.37	
Joint Enterprise with World Federation of Education As- sociations	938.43	275.51	
Safety Education Project.....	1,075.54	770.34	
Inter-American Affairs—State Department	—	5,053.54*	
Suspense	1,530.12	443.11	
	<u>\$95,482.72</u>	<u>\$48,127.00</u>	47,355.72
Uncollectible Accounts Charged			
Off			405.81
In Transit to Permanent Funds			
—Life Membership			277.00
TOTAL DISBURSEMENTS			<u>\$655,648.21</u>
CASH BALANCE MAY 31, 1942			\$ 96,101.62

*Accounts overdrawn.

Auditor's Certificate on Report of Treasurer

WAYNE KENDRICK & COMPANY

Certified Public Accountants

RUST BUILDING, WASHINGTON, D. C.

June 17, 1942

Mrs. Myrtle Hooper Dahl, President
National Education Association of the United States
1201 Sixteenth Street, Northwest
Washington, D. C.

Dear Madam:

We have examined the records of the secretary of your association for the fiscal year ended May 31, 1942, and have checked the cash transactions shown therein to the cash records of the association, and have found them in agreement. We hereby certify that the attached treasurer's report correctly reflects the cash transactions for the fiscal year ended May 31, 1942, and the cash balance at the close of business on that date.

Respectfully submitted,

WAYNE KENDRICK & COMPANY

By WAYNE KENDRICK
Certified Public Accountant

REPORT OF BUDGET COMMITTEE¹EDITH B. JOYNES, NORFOLK, VIRGINIA, *Chairman*

Budget Data and Recommendations for 1942-43

The recommendations of the Budget Committee were as follows:

1. Amounts recommended for 1942-43 equal the income for 1941-42, \$570,929, which is \$16,707 less than the income for 1940-41.
2. Amounts recommended for 1942-43 are \$29,208 less than the amount of expense authorized in the budget of 1941-42.
3. Expenditures for 1941-42 are \$3,844 more than the income for 1941-42, but are \$25,364 less than the amount of expense authorized in the budget of 1941-42.
4. Full details of income and expense and all financial data relating to the budget were studied and discussed at meetings of the Budget Committee held in Washington, June 15 and in Denver, June 27, 1942.

Following is a summary of the appropriations for 1942-43 as adopted by the Representative Assembly. The amounts recommended by the Budget Committee were amended by the Representative Assembly as follows: Association membership fees increased from \$100 to \$1,100; and Joint Retirement Commission added, \$5,000.

¹ Detailed report published separately. Adopted by Representative Assembly, July 1, 1942.

<i>Appropriation</i>	<i>Recommended Appropriation 1942-43</i>
Board of Trustees	\$ 600
Executive Committee	5,000
Elected Directors	10,000
Office Expense for President	250
Executive Secretary's Office	32,518
Publicity Section	15,074
Division of Accounts and Records	40,009
Division of Membership	11,815
Promotion and Maintenance of Membership	17,000
Division of Field	12,730
Division of Business	26,368
Division of Affiliated Associations	7,829
Division of Publications	33,780
Division of Administrative Service	9,635
Division of Research	64,281
Division of Rural Service	10,350
Physical Plant	58,600
General Office Expenses	8,990
Annual Conventions	6,250
Journal of the NEA	88,500
Other Publications	20,100
Expenses of Delegates	9,000
Association Membership Fees	1,100
Retirement Annuities and Insurance	10,750
Departments	17,800
Committees	18,400
Educational Policies Commission	13,000
National Committee on Education and Defense	1,000
National Commission for Defense of Democracy thru Education	20,000
Joint Retirement Commission	5,000
Secretary's Contingent Fund	1,200
	<hr/>
	\$576,929

Income Statement

	1938-39	1939-40	1940-41	1941-42
Membership Dues	\$390,112	\$403,201	\$419,460	\$432,294
Journal Advertising	55,133	49,410	52,488	43,933
Exhibits (net)	32,309	33,828	36,683	19,830
Honorariums	2,215	1,772	3,037	1,285
Rentals	8,416	2,689	4,045	3,273
Sales of Publications	19,397	19,530	24,239	10,721
American Education Week	*	*	*	9,994
Permanent Fund—Net Income	46,238	47,726	47,271	49,161
Sundry Income	405	237	414	439
	<hr/>	<hr/>	<hr/>	<hr/>
	\$554,226	\$558,393	\$587,637	\$570,929

* Included in sales of publications.

THE ANNUAL REPORT OF THE SECRETARY

Willard E. Givens

Teachers and the war—First things come first. Nothing takes precedence over the winning of the war. The very existence of free schools anywhere in the world depends upon our winning the war.

Adequate manpower in war is imperative. Educated people are as urgently needed as are ships, planes, and tanks. Schools and colleges are striving valiantly to help make prepared men and women available for the national emergency.

In a mechanized war skilled services are vital. Our schools and colleges must maintain adequate personnel to prepare scientists, engineers, teachers, doctors, psychologists, industrialists, production experts, and so on.

The withdrawal of students before they are prepared to render their best service to their country or the withdrawal of faculty members who are essential in this program may be a disservice to our country.

We must win both the victory and the peace. The school is a bulwark in the whole strategy of the ages toward the achievement of a finer life for man.

There are thousands of teachers in this crisis who have answered the call of the colors. Many others will do so. With them go the best wishes of their colleagues. But there are important posts of duty for those who stay with the schools—positions that cannot be relinquished without irreparable loss.

In our schools today are 30,000,000 young people. They will be the America of tomorrow. What they accomplish after this war will depend upon the opportunity given them now. To these young people the teachers owe a solemn duty—a duty not easy to fulfil during the emotional strains of war.

To protect the right of youth, to use the most effective tools of education, to enjoy the leadership of well-trained instructors is an obligation which calls for eternal vigilance on the part of all who teach.

To aid the war, teachers are responding to every call. For some, the call is to save the Flag. For others, the call is to keep the Flag still high long after the war is won. The one may be dramatic, the other unexciting, but each is a vital struggle, each a noble service.

There are some phases of our national life so essential to victory and to our well-being that they should be intensified. Education must go on. The services of religion must be uninterrupted. Health must be safeguarded continually. Whatever contributes to morale must be sustained and augmented. For all these things to go on even more intensely than usual is not a distraction from the war effort. These things strengthen and fortify our people for the grim and arduous enterprise in which we are engaged.

This is a global war, and it is necessary for us to understand the world in terms of its land, air, and water routes, the economic interdependence of its areas, comparative distances, and means of communication. We need now, and in the years to come, to understand America's place in world

affairs, its role in the family of nations, its social and economic ties with peoples on other continents.

There are 2,100,000,000 people living on the earth. They are bound together by cultural, scientific, and economic ties. The time has come when political unification must catch up with our other relationships if we are to have peace. Education must take a larger and larger part in the democratic development of our country and of the world.

The 133,000,000 people who are fortunate enough to live under the Stars and Stripes have definite obligations to the millions upon millions of people around the world who have freedom in their souls.

We have the duty of winning the war, of saving, of producing, of transporting as rapidly as possible to the field of battle, of fighting with all that is in us, on all fronts—home and foreign. Yes, we have the duty of winning the war and of building a peace that is just and lasting.

Our America is today in the forefront of the world's leadership. The American dream has become the world dream. The life and destiny of untold millions hinges upon our energy and our fidelity to the principles that gave us birth as a nation.

We have won greatness as a people because for generations our life has been enriched by schools and colleges ever growing better, ever reaching more and more people.

Our schools have advanced because pioneer teachers passed on the torch to other pioneers; because generation after generation teachers have looked ahead, have made sacrifices for the future; because the finest men and women have stood together in their professional organizations—local, state, and national.

Today, as never before, as our nation faces the test of world leadership, we need the full and growing strength of our professional associations. We cannot go backward. We cannot stand still. We must go forward and lead the way. To do less would be unfair to the memory of the dauntless leaders who have gone before.

Truly it may be said: The future of the schools is in our professional organizations; the future of America is in the schools; and the future of civilization is in America.

With firm faith in ourselves, in our profession, in our country, and in the future of mankind thruout the world, let us go forward unitedly, determined to make 1942-43 the greatest year in the history of the National Education Association.

Federal aid now—Education in the United States is primarily a state and local function. But some states have such limited tax resources that they cannot maintain adequate schools for all children without a comprehensive program of aid from the federal government.

Altho the need for federal aid to education is great, there is danger of its being neglected in our entirely laudable determination to finance the war on a scale which will insure victory at the earliest possible moment. But we must not overlook the fact that the oncoming generation must be

well schooled in the principles and procedures of democratic living and technically trained to help rebuild a broken, war-ravaged world. The public school is the one agency best suited to the task of providing such an education for a large majority of our youth.

The kind and quality of education offered in each state and community are of vital concern to all the other states and communities. Nearly one-fourth of the nation's American-born population now live outside their native states, and this interstate migration will undoubtedly continue.

Of no little importance in America today are the several million migratory workers engaged in seasonal occupations, chiefly the harvesting of agricultural products. Such workers generally have large families, and their children are often neglected educationally.

In addition to the general need for partial equalization of school opportunities among the states, there has long been a need for more funds for Negro schools. This need has recently been brought into sharp focus by the rulings of federal courts that under the Constitution no discrimination according to race or color may be made in the payment of teachers' salaries. To provide equal salaries for all teachers having the same qualifications and responsibilities, it will be necessary in many of the poorer states to lower the salaries of white teachers, or to curtail the present school program, or to obtain adequate federal aid. Obviously, the third possibility is the only socially constructive one.

The chief argument in favor of federal participation in the financing of education is based on enlightened self-interest. The citizens of each state should be concerned about the quality of education provided in other states, not for altruistic or charitable reasons primarily, but because each year the state receives a substantial number of people who attended schools in other states and who inevitably bring with them the habits, attitudes, knowledges, and skills acquired in those schools.

There are wide differences in the extent and quality of public-school programs in the various states. Such states as Alabama, Arkansas, and Mississippi are able to spend only about one-fifth as much per pupil for education as New York, New Jersey, and California.

Can a state hire teachers at an average salary of \$559 per year and expect them to be as competent as the teachers employed by another state at \$2604 per year? If children in different sections of the nation are to have similar opportunities for learning, they must have teachers of approximately the same qualifications. Such a condition can hardly exist when salary levels differ as widely as they do today.

Educational opportunity in the United States will not be what it should be until each state is financially able to offer an acceptable minimum program of instruction for all children, regardless of race, color, creed, or economic status.

Will existing differences in the relative educational responsibilities of the states continue? The largest proportions of children under five years of age are found in states that have the least taxpaying ability and the lowest

standards of educational opportunity, and these states will probably send relatively the greatest numbers of migrants into other parts of the nation.

The low income states have the heaviest educational responsibilities and provide the least adequate school opportunities.

One often hears the statement that inequalities of educational opportunity among the states are due chiefly to the failure of certain states to make as great a financial effort in support of schools as do other states. This statement is not true. Of the twelve states which make the greatest effort, not one is among the twelve highest with respect to current expenditures per pupil. Of the twelve states making the least effort, six are among the twelve spending the most per pupil.

Some think that every state could support an adequate school program without unreasonably great effort. This is not true. If Mississippi were to maintain as high an educational standard as Delaware, it would have to make more than twelve times as much effort as Delaware. Such states as Mississippi, Alabama, South Carolina, Arkansas, and Georgia cannot possibly, from their own resources, maintain educational programs for their children comparable to the educational programs maintained in such states as New Jersey, California, Nevada, New York, and Delaware. Obviously, many of the states cannot provide suitable educational opportunities for every child without financial help.

The financing of education must no longer be considered as wholly the responsibility of the states and local communities. The federal government must share in this task if the public schools are to do their part in helping to win the war and in safeguarding and perpetuating our democracy.

The National Education Association, in cooperation with the state education associations and the many friends of youth thruout the country, is conducting an intensive campaign for federal aid. The education and welfare of our youth and the perpetuation of our democracy require that we give serious attention to this problem.

Appreciation—I express my sincere appreciation for the guidance and counsel of the president, and members of the Executive Committee, the Board of Trustees, and the Board of Directors. I have received the finest cooperation from the members of our departments, committees, commissions, and councils. The secretaries of the state teachers associations have been most helpful and cooperative as have the state superintendents and presidents of the state teachers associations. I am appreciative of the help given to the National Education Association by the affiliated state associations and the 1150 affiliated local associations, by the delegates to the Representative Assembly, and by thousands of outstanding educational leaders in our classrooms and administrative offices. Each member of our Association has helped thru the contribution of membership dues, thru suggestions, and thru loyal cooperation to carry forward the Association's program of service to our nation, our children, and our teachers.

I am indebted to all members of the headquarters staff for their efficient help and loyal support.

The report of the executive secretary places before you a brief story of the work of the National Education Association. The following summaries of the work done by all divisions, committees, commissions, councils, and departments of the Association during the year will be of interest to all those who wish to keep informed concerning the Association's program of professional service.

Associate Secretary

William G. Carr

In July 1940 the Executive Committee created the position of associate secretary. Since that time the duties of the office have been (a) to serve as secretary of the Educational Policies Commission, (b) to represent the Association at meetings and conferences as requested by the executive secretary, (c) to encourage helpful relationships among the departments and between the departments and the Association, and (d) to perform such duties as the executive secretary may assign.

The first of these activities now requires the major part of the time available. A report on the Educational Policies Commission appears elsewhere in this document.

The Association has been represented at various state and regional meetings in California, Florida, Pennsylvania, Ohio, Maryland, and New York, and at such national and international meetings as the Williamstown Institute, Music Educators National Conference, Eighth Pan-American Child Congress, and others.

The policy started last year of promoting helpful relations among departments has been continued. The status of departments is fully reported as a section of this ANNUAL REPORT OF THE SECRETARY.

DIVISIONS

Accounts and Records

Mary J. Winfree

All receipts and disbursements for the Association and its departments, commissions, and committees are the responsibility of this Division. We also prepare financial reports. We handle approximately a million dollars annually in sums from one cent for a Personal Growth Leaflet, ten cents for an Educational Policies Commission pamphlet, on up. The continual growth of sales of publications has largely increased the volume of items handled.

All memberships for the Association are recorded, and detailed reports are prepared and distributed from this Division. This includes Life Memberships and 100 percent systems and schools.

Financial records are also maintained of memberships for the following departments: Adult Education, American Association for Health, Physical

Education, and Recreation, American Educational Research Association, Garden Education, and Rural Education.

We prepare all addressograph plates for divisions, committees, and commissions, and in many instances render complete file service, in addition to maintaining over 80,000 addressograph plates for superintendents, principals, and libraries that are constantly used to broadcast information to the teaching profession. We often assist others with accounting problems.

Registration of members and information service at our convention is maintained by this Division.

Affiliated Associations

Agnes Winn

This Division serves as a clearing-house for all activities at headquarters that concern the affiliated associations. A complete record is kept of all communications and material sent to them thru the year from the various divisions of the National Education Association. The chief function of this Division, however, is to acquaint these associations with the many services the NEA is prepared to render in carrying on their professional activities, to assist them with their organization problems, and to help them realize the important place they hold in the whole NEA structure, for they are the foundation stones on which we must build toward a united profession.

Types of organizations—All the state and territorial teachers associations and 1150 local groups are affiliated. Those which are termed "local" represent a wide variety of organizations. Over two hundred are county associations, eight hundred are city associations, and most of the others are regional or statewide. In some, the membership is open to both teachers and administrators, while in others it is restricted to (a) classroom teachers, (b) administrators and supervisors, (c) principals, (d) men or women, and (e) in a few cases to teachers in special fields such as vocational work. There are also a number of college faculties affiliated. Thus, the interests and programs of these groups, as well as their requests for assistance, vary widely. Every effort is made to meet these specific requests and to adapt the service to the needs.

Various types of service—In order that we might know which NEA services the affiliated groups had found helpful in the past and would like to have continued, and also to get from them suggestions as to other services they would like, an inquiry was sent to the presidents in October. They were also asked for the names of committee chairmen. Replies were received from 531, or nearly 50 percent, and the information received served as an excellent guide in planning our services for the year. Opportunity was given for each president to indicate any specific help he desired. All these requests received attention. The service to these groups has been usually rendered thru the president and secretary, but this year it was decided to extend it to chairmen of certain important committees. Those selected were the legislative and public relations chairmen.

The names of the legislative chairmen were placed on the state school legislative service mailing list to receive pertinent material prepared by the Research Division that is mailed to people who are especially interested in federal legislation affecting schools. Local public relations chairmen are constantly seeking material and suggestions that will help them in carrying on their activities. All their requests receive attention, but a special service has been worked out whereby these chairmen receive bi-monthly a copy of *News and Views of the School Scene*, a digest of some of the latest developments in the educational field, and a copy of *Revue of Reviews*, a digest of the latest NEA publications. If we may judge by letters received, this service is greatly appreciated.

Official delegates and Representative Assembly—In 1941 the registration of official delegates to the summer convention was assigned to this Division. The procedure was carefully studied for possible improvements. After the Boston convention, officers of state and local organizations and delegates were asked for suggestions on registration at the convention. The response was excellent. A number of improvements have since been made in the preliminary work which will expedite the registration at Denver. Altho the actual work with the delegates does not begin until spring, much preparatory work must be done thru correspondence thruout the year. This year notices and material concerning delegates to the Denver convention were mailed the latter part of April. Reports have been prompt in spite of the uncertainty of conditions due to the war.

As the delegates to the Representative Assembly are the final authority on the policies, budget, and program of the Association, every effort has been made to point out to the organizations the privilege of sending delegates and the importance of choosing them wisely. At least 50 percent of those who serve should have had previous experience. All this needs to be constantly emphasized if the Assembly is to function as a truly deliberative body.

As the sending of official delegates is the greatest privilege that affiliation brings to an organization, every affiliated unit should strive to be represented in the Assembly. The *state* associations usually send their full quota of delegates. On the other hand, out of more than 1100 *local* units only 674 have sufficient NEA membership to entitle them to representation at Denver.

The registration of delegates at the convention, which includes working closely with the Committee on Credentials, is a responsibility of the Division. Follow-up work after the meeting consists of correspondence with the state secretaries, state directors, local officers, and the delegates, and the preparation of the list of delegates for the annual volume of *Proceedings*.

Records—To work intelligently with the affiliated groups, considerable information must be collected on their activities and organization. Record cards of the Division show the names and addresses of the principal officers, date of annual election, the date when they were granted their charter, groups in the school system which are eligible for membership, and their

records in the sending of delegates. A classification file showing the types of organizations is also kept. Every effort is made to keep all these records up to date.

Affiliation dues—This year notices for affiliation dues were mailed early in the fall rather than in the spring. This change in policy has been most successful. Since only organizations whose dues are paid are entitled to send delegates, financial matters were settled before it was time to carry on the correspondence with the officers concerning delegates.

New affiliations—No opportunity has been lost to enrol new affiliations, especially those groups that have enough NEA members to entitle them to a delegate (51). Since June 1, sixty new organizations have been added to the roster and applications from other groups are coming in as this report is being prepared.

Articles published—An article on the Representative Assembly written by the director was published this spring in eight of the state journals. Another article, "Teachers and Their Professional Responsibilities," written by request for the *Oregon Education Journal*, appeared in its April issue.

Federal aid—The director has served on the special staff committee to assist in promoting the bill for federal aid in the U. S. Congress. She is also a member of the staff committees on membership and on distribution of publications.

Summary—Each year there are indications that teachers organizations are becoming better acquainted with the services offered by the Association and are seeking its help on their problems. This should be encouraged in every way possible, for such a relationship will go far toward building a united profession. One thing that is very much needed is a manual or guidebook to put into the hands of groups that wish to organize or others who desire to strengthen their existing organizations. This Division will be glad to compile a handbook of this kind and recommends that it be published early in the fall if funds permit.

Business

H. A. Allan

The function of the Division of Business is the handling of a wide variety of business and administrative details involving the work of other divisions, departments, committees, and commissions of the Association. The major activities include purchasing, stock and equipment issuances, auditing vouchers payable, preparation of special financial statements, payroll preparation and personnel records, retirement insurance details, and assistance in budget preparation. Sections within the Division provide service for addressing and mailing, duplicating by mimeograph, multigraph and multilith, care of printed stock, printing contracts, and a substantial part of the planning of printing. The operation of the building and details of the Association's property and investments also are handled for the Board of Trustees. Revenue-producing activities are sales of publications, *Journal* advertising, and operation of exhibits.

Expenditures for the Association and its related departments, commissions, and special enterprises have amounted to about \$900,000 during the past year.

There are 109 permanent employees of the Association and its departments. There have been from 70 to 117 temporary employees. About 175 are employed on a full-year employment basis. The problem of retaining competent junior employees has been even greater than anticipated on account of the demands of federal offices and the larger salary scales obtaining therein.

Until December 7 the financial condition of the Association for the year seemed very favorable. Income from membership, advertising, and some other sources were substantially more than that of the preceding year. Since that date, however, the financial picture has changed. Revenue from membership for the last five months of the year has fallen off and receipts from convention exhibits have been greatly reduced. In spite of the fact that the losses for the *Journal* in advertising lineage have been much less proportionately than those of magazines in general and of certain other leading publications in the educational field, the decrease in revenue from that of last year for the issues from January to May, inclusive, has been heavy.

We face a grave problem of financing the Association for the ensuing year. Everything points to a decreased income, yet the responsibilities of the Association to its membership never have been greater. It is doubtful if we can proceed in a normal way. The abilities of the Association to serve its membership are restricted by its financial ability. The time has arrived when some well-established and valuable activities of the Association may need to be suspended, curtailed, or consolidated.

Field Service

Charl Ormond Williams

Institutes on Professional and Public Relations—The 74 percent increase of Institutes on Professional and Public Relations, as recorded in advance listings for 1942, signifies a trend in educational thought. Educators over a far-flung territory that reaches from Florida to Washington state and from Vermont to New Mexico have, by their eagerness to cooperate in these Institutes, indicated a realization that fine, workable professional and public relations are a need in war even more than in peace. Seventy-six Institutes on Professional or Public Relations were listed in the May 1942 issue of the *Journal of the National Education Association*, as against 44 in 1941. Eight states—Florida, Georgia, Idaho, Maryland, Minnesota, Ohio, Pennsylvania, and South Dakota—as well as the District of Columbia are holding Institutes this summer for the first time. By the end of the year, 216 Institutes will have been held in 36 states since their inauguration in 1938.

These Institutes are informal, democratic gatherings of teachers in attendance at summer school (along with the faculties of the institutions and representatives of other agencies deeply concerned in the professionalization of teaching) for the discussion and improvement of the teacher's relationship to his profession and to the public. Since each conference developed according to the basic Institute idea has a planning committee of at least five members, Institute correspondence, which is carried on by the Division of Field Service, has been heavy during the past year. In addition to individual letters, many reports and form letters and other helpful materials have been mailed. By a conservative estimate, at least 15,000 pieces of material on this subject, including many that have been donated by state associations and teacher-education institutions, have been sent to directors and other interested people. At least 2500 people have shared in this distribution.

Among the materials was a new "guide" of 10 mimeographed pages, arranged question-answer style, and another mimeographed bulletin of 15 pages, entitled "Pertinent Topics in the Field of Professional and Public Relations." The latter bulletin was compiled from topics sent in by directors of Institutes during the past years; the contribution of the Division of Field Service was to sort the topics and reduce them to as few words as possible. A number of colleges are using this bulletin in education classes.

Allied work and Institute trends—Journals of fifteen state education associations devoted space in their fall 1941 issues to reporting on the summer Institutes. Over the past three years approximately 500 copies each of 14 reprints have been donated by the state associations to this work: Utah, 3; West Virginia, 3; Arizona, 2; Illinois, 2; Kentucky, 1; Nebraska, 1; Texas, 1; and Wyoming, 1. The *Journal of the National Education Association* has each year printed a story as well as a list of those institutions holding Institutes, reprints of which were distributed widely. The 1941 story was contributed by Doak S. Campbell, director of three Institutes at George Peabody College for Teachers and now president of the Florida State College for Women.

Closely allied to the Institute work was a contribution of the director of Field Service to the Illinois Education Association. She was invited to write Number 7 in Volume IV of the Illinois Education Association's series of study units, "Teacher Ethics and Professionalization." This unit, of approximately 2000 words, was printed in the March issue of *Illinois Education* (circulation 43,936). Since that time 4500 reprints have been made. Designed to be used as a basis of study and discussion, these reprints were mailed to 3500 leaders in civic and welfare organizations thruout Illinois, as well as to strategic people thruout the United States.

In the Institute work, several trends are noticeable over the past year:

1. The democratic process is more in evidence. Planning committees in their organization and work are several months ahead of last year.

2. The cooperative process is more in evidence. In a growing number of states, the Institutes have been sponsored by all five of the agencies considered to have

the biggest stake in the professionalization of teaching: the teacher-education institution, the state department of education, the state teachers association, the state congress of parents and teachers, and the National Education Association.

3. The institutions are fulfilling the idea that this type of Institute is primarily for those teachers already on the campus. They are utilizing campus talent for forums, panels, and discussion groups, and accepting with understanding the inability of the National Education Association, because of the rapid growth of these Institutes, to send representatives to more than a small percentage of them.

4. Directors have accepted the idea that this is not a conference that depends on an item in the budget. The question of lack of funds has not appeared in a letter from any director who is holding his Institute for more than one time.

5. More than ever, professional and public relations of teachers are being considered in teacher-education institutions as a field for year-round work, of which the summer Institute is merely the culmination.

Federal aid—The director of Field Service has conferred with lay and professional groups and with United States senators and congressmen, written many letters, and distributed publications thruout the country. At least 3000 pieces of material on this subject, much of it accompanied by personalized letters, have been mailed from the Division of Field Service. One particular part of the federal aid work has been the increased activity within the Women's Joint Congressional Committee in behalf of federal aid.

National Congress of Parents and Teachers—As chairman of School Education of the National Congress of Parents and Teachers, the director of Field Service submitted a 7-page report at the national convention of this organization in May, showing a great variety of work, as reported by state branches of this committee during the past year. The director of Field Service first accepted national chairmanship of the committee in 1923 when the National Congress of Parents and Teachers consisted of only 500,000 members. Membership now numbers 2,800,000.

Several years ago the Committee on Resource Material, of which the director of Field Service is a member, was commissioned to prepare a syllabus with a teacher-education point of view, which would include comprehensive knowledge of the National Congress of Parents and Teachers. Around a syllabus, developed in 1941 and tested in several colleges, the committee is now preparing a textbook designed for use not only by teacher-education institutions but by speakers and study groups as well. The chapter written by the director of Field Service, "The Unique Function of the PTA in Relation to the School," was chosen for publication in the May issue of *National Parent-Teacher*. This is the fourth publication of the National Congress to which the director of Field Service has contributed, either as compiler and editor or as author.

The director of Field Service also serves as liaison staff member for the Joint Committee of the NEA and the NCPT. This committee has sought to foster cooperation which is built on unity of purpose and harmony of effort not only between parents and teachers as individuals but between these two great organizations and the respective state groups of each.

National Federation of Business and Professional Women's Clubs—The director of Field Service is a member of a group commissioned by the

National Federation of Business and Professional Women's Clubs to conduct a study on professional relations, particularly in regard to policies, procedures, and bylaws of the National Federation. A questionnaire, prepared in April, will be sent out to professional, business, civic, and labor groups. Help has also been sought of the director of Field Service in this study as it regards the work of the education committee.

General Federation of Women's Clubs—The director of Field Service has maintained close contact with the General Federation of Women's Clubs, the headquarters of which are near that of the National Education Association in Washington. The director attended the annual convention, this year held at Fort Worth, Texas, and was speaker at the banquet of the education department, to which she has served as one of the advisers.

Other lay groups—The director of Field Service has also worked with other lay groups, particularly the following organizations which are now on record as endorsing federal aid to education:

- American Association of University Women
- American Dietetic Association
- American Federation of Teachers
- American Home Economics Association
- Association for Childhood Education
- National Board of Young Women's Christian Association of the U.S.A.
- National Congress of Parents and Teachers
- National Council of Jewish Women
- National Federation of Business and Professional Women's Clubs, Inc.
- National Service Star Legion, Inc.
- National Women's Trade Union League.

NEA departments and committees—The director of Field Service during the past year has served as liaison staff member to the following departments and committees:

- The Music Educators National Conference
- The Department of Art Education
- The Department of Home Economics
- The Joint Committee of the NEA and NCPT
- The National Council of Administrative Women in Education
- The National Council of Education.

Travel—Field activity has been curtailed during the past year in order to allow the director of Field Service to devote considerable time to the question of federal aid. However, even tho reduced considerably from other years, this field travel included approximately 17,600 miles into 32 cities of 13 states. The director attended 3 conventions of big national organizations, 4 state conventions, 6 Institutes on Professional Relations and planning committees of 3 others; delivered 25 formal addresses; participated in 83 group conferences and approximately 200 individual conferences. These contacts included many lay organizations mentioned elsewhere in this report.

Membership

T. D. Martin

During the past year the membership of the Association has continued to grow, as it has each year except two, since 1917. In 1917 the membership was 8466. On May 31, 1942, it was 217,943. This was a new all-high record. The comparative figures for the past eight years are:

<i>Date</i>	<i>Total</i>	<i>Increase</i>	<i>Date</i>	<i>Total</i>	<i>Increase</i>
May 1935	160,883	6,506	May 1939	201,682	6,077
May 1936	165,448	4,565	May 1940	203,429	1,747
May 1937	181,228	15,780	May 1941	211,191	7,762
May 1938	195,605	14,377	May 1942	217,943	6,752

The number of members in each state is shown on pages 483-84 of this report. Thirty-two states and the District of Columbia increased their membership. Fifteen states and Alaska won places on the 1942 Victory Honor Roll. Alaska won this distinction by enrolling more than 90 percent of her teachers, California and Pennsylvania by increasing their membership more than 500 each, and the other 13 states by increasing their membership 10 percent or more over their records of May 31, 1941. The 1942 Victory Honor Roll will be found on page 482 of this report.

The maintenance and promotion of membership is carried on by the Division of Membership in close cooperation with the president of the Association, the executive secretary, and other representatives of the headquarters staff, as well as with the state directors and other state and local leaders. It involves extensive personal correspondence, numerous form letters, advertising, exhibits, and field work.

As in previous years, a series of letters has been sent during the past year from the Washington headquarters office to city and county superintendents, principals of high schools and elementary schools, presidents of teachers colleges and normal schools, heads of departments of education, and to the presidents and secretaries of local associations.

The purpose of these letters has been threefold: (a) to acquaint strategic leaders with the Association's splendid program of service; (b) to invite their participation in it and in the recruiting of the membership; and (c) to furnish them with forms and blanks for the enlistment of their associates.

While correspondence from the Washington office, field work, and exhibits of the Association publications and services are important promotion technics for bringing the work of the Association to the attention of the teachers of the nation, enrolment increases depend largely on state and local leadership. Most of the states on this year's Victory Honor Roll would not be on this distinguished list except for the splendid services rendered by their state directors who have won the enthusiastic cooperation of local leaders and helped them develop effective enlistment campaigns.

The "all-inclusive" enrolment plan and the "all-inclusive" membership card continue to grow in favor as leaders thruout the nation, in increasing

1942 VICTORY HONOR ROLL

State	State director	Membership May 31, 1942	Percent of increase
Georgia ²	M. D. Collins	4,645	123 ^a
Florida	James S. Rickards	1,900	42 ^a
South Carolina ⁶	A. C. Flora	2,508	32 ^a
Virginia ²	Mrs. Edith B. Joynes	4,837	27 ^a
Kentucky	R. E. Jagers	4,490	25 ^a
Montana	M. P. Moe	599	20 ^a
North Dakota ³	F. Ray Rogers	872	18 ^a
Tennessee	Wilson New	2,620	18 ^a
Colorado	W. B. Mooney	4,237	14 ^a
Idaho	W. D. Vincent	817	13 ^a
Nevada	C. Layton Galbraith	801	13 ^a
Washington	John R. Rushing	4,226	12 ^a
South Dakota	H. G. Mosby	737	11 ^a
California	Leonard L. Bowman	18,709	6 ^b
Pennsylvania	Harvey E. Gayman	21,853	5 ^b
	Helen Maxwell		
Alaska ²	Everett R. Erickson	342	0 ^c

² On Victory Honor Roll consecutively for two years.
³ On Victory Honor Roll consecutively for three years.
⁶ On Victory Honor Roll consecutively for six years.
^a Increased its membership 10% or more.
^b Increased its membership more than 500.
^c Enrolled more than 90% of its teachers.

numbers, recognize the importance of unity in our profession and the advantages of a simplified enrolment procedure.

During the past year 102 new Life Members were enrolled. Twenty of these were presented as testimonials and the remaining 82 were taken out by representatives of the profession who desired to establish a life-long relationship to the Association and to make a contribution to the Permanent Fund which will continue permanently to serve the cause of education.

The prospects for the future are not altogether bright. The schools of our nation are confronted with numerous exceedingly serious problems. They are being asked to extend and improve their services while at the same time a reduction in budgets is being demanded in many communities. Thoughtless or selfish individuals are seeking to avoid the impact of the federal war taxes by demanding a reduction in local and state expenditures, frequently forgetting that education is a vital factor for waging a victorious war and winning the peace. Many of our best teachers are leaving the profession for service in the military forces of our nation or for economic reasons.

To meet this situation effectively we will need a larger and more dynamic national Association during 1942-43. This can be secured if state and local leaders will present the situation frankly and fully to their associates and inaugurate simple, definite, enrolment plans. Since every teacher benefits

REPORT OF PROGRESS BY STATES, 1941-42

States	Increase NEA members	Increase life members	Increase affiliated locals	Increase FTA chapters
Alabama.....	Loss	Loss	2	0
Arizona.....	63	5	0	0
Arkansas.....	Loss	Loss	Loss	0
California.....	1,099	2	4	0
Colorado.....	510	1	0	2
Connecticut.....	138	1	Loss	0
Delaware.....	Loss	2	0	0
Florida.....	561	5	0	0
Georgia.....	2,566	Loss	0	0
Idaho.....	96	0	0	1
Illinois.....	Loss	Loss	2	0
Indiana.....	343	6	Loss	1
Iowa.....	59	2	0	2
Kansas.....	70	4	0	2
Kentucky.....	884	2	1	2
Louisiana.....	105	3	1	0
Maine.....	96	2	0	1
Maryland.....	Loss	5	0	1
Massachusetts.....	Loss	Loss	Loss	1
Michigan.....	Loss	2	2	0
Minnesota.....	Loss	3	2	Loss
Mississippi.....	73	3	0	1
Missouri.....	108	Loss	0	1
Montana.....	100	0	4	0
Nebraska.....	114	1	Loss	0
Nevada.....	90	Loss	0	0
New Hampshire.....	42	0	0	0
New Jersey.....	Loss	Loss	Loss	2
New Mexico.....	42	0	Loss	0
New York.....	Loss	3	0	1
North Carolina.....	90	3	Loss	2
North Dakota.....	132	0	0	0
Ohio.....	58	4	4	2
Oklahoma.....	Loss	4	0	0
Oregon.....	Loss	1	0	0
Pennsylvania.....	951	Loss	6	Loss
Rhode Island.....	Loss	0	0	0
South Carolina.....	614	Loss	6	0
South Dakota.....	76	Loss	0	0
Tennessee.....	398	Loss	5	Loss
Texas.....	Loss	Loss	Loss	Loss
Utah.....	60	0	1	0
Vermont.....	9	3	0	0
Virginia.....	1,016	2	Loss	0
Washington.....	469	6	1	1
West Virginia.....	212	Loss	0	3
Wisconsin.....	Loss	Loss	Loss	0
Wyoming.....	29	0	0	0
Alaska.....	Loss	Loss	0	0
District of Columbia.....	9	3	Loss	2
Hawaii.....	Loss	Loss	0	0
Puerto Rico.....	Loss	0	Loss	0
Other Possessions.....	18	0	0	0

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION
ASSOCIATION
May 31, 1942

Estimated number of teachers employed		Number of NEA members		Percent of teachers enrolled	
1. New York.....	80,410	1. Pennsylvania....	21,853	1. Nevada.....	84
2. Pennsylvania....	63,257	2. Ohio.....	18,777	2. Utah.....	73
3. Texas.....	49,312	3. California.....	18,709	3. Arizona.....	56
4. Illinois.....	48,208	4. New York.....	14,426	4. Delaware.....	48
5. California.....	43,133	5. Illinois.....	13,955	5. Ohio.....	45
6. Ohio.....	41,882	6. Indiana.....	10,023	6. Colorado.....	44
7. Michigan.....	34,220	7. Michigan.....	7,299	7. California.....	43
8. New Jersey.....	28,631	8. New Jersey.....	7,276	8. Indiana.....	43
9. Missouri.....	26,266	9. Massachusetts...	6,841	9. Washington.....	37
10. North Carolina...	26,005	10. Wisconsin.....	6,231	10. Pennsylvania....	35
11. Massachusetts...	25,548	11. Missouri.....	6,057	11. Oregon.....	32
12. Iowa.....	25,047	12. Virginia.....	4,837	12. Illinois.....	29
13. Georgia.....	23,702	13. Georgia.....	4,645	13. Wisconsin.....	29
14. Indiana.....	23,482	14. Kentucky.....	4,490	14. Maine.....	27
15. Minnesota.....	22,040	15. Texas.....	4,376	15. Massachusetts...	27
16. Wisconsin.....	21,577	16. Kansas.....	4,247	16. Virginia.....	27
17. Tennessee.....	21,381	17. Colorado.....	4,237	17. New Jersey.....	25
18. Oklahoma.....	20,980	18. Washington.....	4,226	18. Kentucky.....	24
19. Alabama.....	19,988	19. Iowa.....	3,821	19. Wyoming.....	23
20. Kansas.....	18,944	20. Alabama.....	3,516	20. Missouri.....	23
21. Kentucky.....	18,896	21. Utah.....	3,390	21. Kansas.....	22
22. Virginia.....	18,081	22. West Virginia...	3,360	22. Michigan.....	21
23. Mississippi.....	16,358	23. Minnesota.....	2,918	23. West Virginia...	21
24. West Virginia...	16,243	24. Tennessee.....	2,620	24. Connecticut.....	20
25. South Carolina...	15,511	25. Oregon.....	2,525	25. Vermont.....	20
26. Louisiana.....	15,110	26. South Carolina...	2,508	26. Georgia.....	20
27. Florida.....	13,845	27. North Carolina...	2,260	27. Idaho.....	19
28. Nebraska.....	13,619	28. Connecticut.....	2,106	28. New Hampshire..	18
29. Arkansas.....	13,136	29. Arizona.....	2,034	29. New York.....	18
30. Washington.....	11,495	30. Louisiana.....	1,961	30. Alabama.....	18
31. Connecticut.....	10,489	31. Florida.....	1,900	31. South Carolina...	16
32. Colorado.....	9,552	32. Oklahoma.....	1,763	32. Maryland.....	16
33. Maryland.....	9,115	33. Maine.....	1,757	33. New Mexico.....	16
34. Oregon.....	8,000	34. Nebraska.....	1,700	34. Iowa.....	15
35. South Dakota....	7,958	35. Maryland.....	1,434	35. Florida.....	14
36. North Dakota...	7,202	36. Mississippi.....	1,232	36. Minnesota.....	13
37. Maine.....	6,540	37. North Dakota...	872	37. Louisiana.....	13
38. Montana.....	5,256	38. Idaho.....	817	38. Nebraska.....	12
39. Utah.....	4,659	39. Delaware.....	804	39. Tennessee.....	12
40. Idaho.....	4,363	40. Nevada.....	801	40. North Dakota...	12
41. New Mexico.....	4,273	41. South Dakota....	737	41. Montana.....	11
42. Rhode Island....	4,266	42. Arkansas.....	702	42. South Dakota....	9
43. Arizona.....	3,619	43. New Mexico.....	672	43. Rhode Island....	9
44. New Hampshire..	3,044	44. Wyoming.....	631	44. Texas.....	9
45. Vermont.....	2,806	45. Montana.....	599	45. North Carolina...	9
46. Wyoming.....	2,700	46. Vermont.....	553	46. Oklahoma.....	8
47. Delaware.....	1,690	47. New Hampshire..	547	47. Mississippi.....	8
48. Nevada.....	951	48. Rhode Island....	387	48. Arkansas.....	5
Alaska.....	331		342		103
Dist. of Col.....	3,376		1,743		52
Hawaii.....	3,090		2,134		69
Puerto Rico.....	6,478		90		1
Other Possessions.			106		.....
Foreign.....			96		.....
Totals.....	926,065		217,943		24

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL
EDUCATION ASSOCIATION, MAY 31, 1938-42

State	1938	1939	1940	1941	1942
Alabama.....	2,113*	2,581*	2,816	3,528*	3,516
Arizona.....	1,934	1,790	1,956	1,971	2,034
Arkansas.....	575*	681*	804*	857	702
California.....	17,099	17,762	18,160	17,610	18,709*
Colorado.....	3,715	3,801	3,796	3,727	4,237*
Connecticut.....	1,662*	1,749	1,692	1,968*	2,106
Delaware.....	776	786	775	961*	804
Florida.....	1,574	1,541	1,445	1,339	1,900*
Georgia.....	1,603	2,066*	1,633	2,079*	4,645*
Idaho.....	689	789*	789	721	817*
Illinois.....	11,459	12,147	13,706*	14,344*	13,955
Indiana.....	6,611*	7,570*	8,970*	9,680*	10,023
Iowa.....	3,295	3,328	3,789*	3,762	3,821
Kansas.....	3,550*	3,634	3,884	4,177	4,247
Kentucky.....	2,679	3,237*	3,572*	3,606	4,490*
Louisiana.....	1,938	3,114*	2,788	1,856	1,961
Maine.....	1,446*	1,436	1,440	1,661*	1,757
Maryland.....	1,320*	1,317	1,486*	1,475	1,434
Massachusetts.....	3,753	3,920	4,334*	7,632*	6,841
Michigan.....	8,455	7,665	8,017	7,999	7,299
Minnesota.....	2,810	2,707	2,855	3,319*	2,918
Mississippi.....	946	1,050*	1,082	1,159	1,232
Missouri.....	5,826	5,660	6,256*	5,949	6,057
Montana.....	509	566*	567	499	599*
Nebraska.....	1,947	1,883	1,750	1,586	1,700
Nevada.....	723*	698	771*	711	801*
New Hampshire.....	443	474	443	505*	547
New Jersey.....	7,690*	7,794	7,510	7,580	7,276
New Mexico.....	560	577	710*	630	672
New York.....	23,616*	22,854	14,816	14,434	14,426
North Carolina.....	1,292*	1,869*	1,918	2,170*	2,260
North Dakota.....	621	570	668*	740*	872*
Ohio.....	17,237	17,734	18,207	18,719*	18,777
Oklahoma.....	1,379	1,531*	1,624	1,844*	1,763
Oregon.....	2,176	2,380	2,507	2,599	2,525
Pennsylvania.....	21,097	20,979	20,638	20,902	21,853*
Rhode Island.....	233*	218	445*	399	387
South Carolina.....	1,108*	1,461*	1,719*	1,894*	2,508*
South Dakota.....	740	727	704	661	737*
Tennessee.....	1,782	2,108*	2,154	2,222	2,620*
Texas.....	3,242	3,739*	4,083	4,406	4,376
Utah.....	2,683	2,744	3,270*	3,330	3,390
Vermont.....	760*	643	554	544	553
Virginia.....	2,710*	3,051*	3,333	3,821*	4,837*
Washington.....	4,076	3,871	3,610	3,757	4,226*
West Virginia.....	1,665	1,424	2,407*	3,148*	3,360
Wisconsin.....	6,303	6,112	7,518*	7,131	6,231
Wyoming.....	630	667	659	660	631
Alaska.....	296*	334*	339	349*	342*
District of Columbia.....	1,370	1,540*	1,739*	1,734	1,743
Hawaii.....	2,594	2,483	2,348	2,500	2,134
Puerto Rico.....	57	64*	164*	151	90
Other Possessions.....	101	92	84	88	106
Foreign.....	137	164	125	97	96
Totals.....	195,605	201,682	203,429	211,191	217,943

* On Victory Honor Roll.

from the work of the Association, it is not unreasonable to expect every teacher to be a member of the Association.

The custom of establishing definite goals of increase has proved its worth and it is recommended that next year states may again qualify for a place on the Victory Honor Roll in any one of the following ways: (a) by enrolling 90 percent or more of their teachers; (b) by increasing their membership 500 or more over the preceding year; or (c) by increasing their membership 10 percent or more over the preceding year.

Publications

Joy Elmer Morgan

Highlights

The activities of the Division of Publications during 1941-42 include the following:

Nine issues of the *Journal* were published, a total of 2,145,000 copies and 112,440,000 pages.

Future Teachers of America has made nearly 50 percent growth this year. The FTA *Second Yearbook*, just off the press, lists chapters in 110 colleges with 3001 members.

Over 1,330,000 copies of Personal Growth Leaflets were published this year, representing a total of 21,280,000 pages.

Income from the distribution of materials for American Education Week 1941 was \$20,962 as compared with \$15,817 for the previous year. A sound motion picture trailer for use in local theaters was produced for the first time and 650 prints were sold.

The second edition of *The American Citizens Handbook*, revised and enlarged, was published—20,000 copies; 8,300,000 pages.

The 1942 *Vitalized Commencement Manual* of 96 pages was distributed to 1645 junior and senior high schools thruout the nation.

Association publishing amounted to 293,462,731 pages. This figure includes yearbooks, bulletins, reports, and the like but is exclusive of promotion materials and incidental items.

The director of the Division has maintained contact with Congress regarding the proposal for permanent legislation establishing 1½ cent book postage, now enjoyed under Presidential order. This legislation has passed the Senate and the outlook is favorable for its passage in the House before the Presidential order expires June 30.

The director of the Division has served as contact officer at NEA headquarters for the American Association of Teachers Colleges and for the NEA Committee on New Voter Preparation and Recognition.

The assistant director of the Division has served as secretary-treasurer of the Educational Press Association of America which has 220 members; also as contact officer at NEA headquarters for the National Association of Journalism Directors.

Education in Wartime

The war creates for education a new series of conditions, some of which are listed here. To such conditions the *Journal* has given much attention during the past year. Problems arising from these conditions will be aggravated as the war continues. They will receive increasing attention in the *Journal* for 1942-43.

The necessity of immensely expanded training in skills needed for war industries and the Army.

An increasing demand for an adequate program of health service and physical education.

The widespread use of teachers and school facilities for war activities—Selective Service registration; rationing registration; first aid; aid-raid services, etc.

A growing teacher shortage as teachers are drawn into the Army, clerical services, and industry.

Financial problems arising from the pressure of war taxation, the increase in the cost of living, and the sudden creation of new communities around war activities.

Curriculum problems arising from the need for better understanding of the new world conditions created by the war.

With the coming of peace, the demobilization of the Army, and the closing of war industries, a new set of conditions will arise to which the schools must respond quickly:

The need for retraining great numbers of workers to fit them into peacetime activities.

The need for expanding high schools. Enrolment has decreased at this point during the war but will quickly reach new levels when employment opportunities for young workers decrease.

The need for expanding junior colleges and colleges to accommodate an enrolment which will probably be doubled over that of prewar years.

The need for a large program for unemployed out-of-school youth which will combine education and work experience with emphasis on training for citizenship.

The need for greatly expanding adult education to equip the adult population to understand the complex problems which will face the people during reconstruction.

The Journal and the War

The unique achievement of the public schools in rendering essential war services to the nation is recorded in the 1941-42 *Journal*. In addition to material on NEA wartime activities, 39 *Journal* pages were given to war problems as they affect education, including:

1. The national program for training war workers.
2. Adjustment of local schools to war needs. Schools of York, Pennsylvania, and Denver, Colorado, were presented pictorially.
3. A series of cover maps on various theaters of war. These maps were prepared especially for the *Journal* by the National Geographic Society.
4. Curriculum materials on the war and postwar reconstruction.

The Journal and Our Association

The dynamic program which the Association carried on last year was recorded in the *Journal*. The series on "The NEA Serves in Wartime" gave up-to-the-minute accounts of the NEA campaign for teachers' salaries and school support. Work of the Defense Commission was covered. A series of nine practical articles growing out of the work of the Educational Policies Commission was featured. Out of 290 text pages, 128 or 44 percent were devoted to the NEA and affiliated groups. Approximately 75 percent of the "News and Notes" section of the *Journal* was given to NEA activities.

Serving Journal Readers

To serve over 211,000 readers of diverse training, needs, and interests, the *Journal* during 1941-42 presented material for every branch of the profession. Its 290 text pages were divided as follows:

	<i>Pages</i>
The NEA and its work, including teacher welfare.....	128
The war and the schools.....	39
Elementary school	26
Rural school.....	10
High school	20
Teacher education; growth in service.....	17
Booklists	10
Biography; social-economic problems.....	22
"News and Notes".....	18*
	<hr/> 290

* Plus 79 text columns in the advertising section.

Features which *Journal* readers especially liked during 1941-42:

- "Learning the Ways of Democracy," a series on civic education by the secretary of the Educational Policies Commission
- "Mental Hygiene in the Schools," a series by national authorities
- "Great Women Educators," human-interest biographies of eight leaders
- Pictorial features on the schools of York, Pennsylvania, and Denver, Colorado
- Articles on Latin America which continued an emphasis that began in September with the Service pages for elementary and high schools, giving concrete help for teaching in this field.

The *Journal* also has a wide group of lay readers. In a recent study of state boards of education in the United States, made by a New Jersey teacher, the NEA *Journal* was reported the greatest number of times as the professional magazine read by state board members. *Journal* articles during 1941-42 have been widely reprinted in the lay and professional press.

Journal Evaluation Service

Over 7600 evaluation reports were sent to *Journal* readers during 1941-42, continuing a plan which was begun in 1927 and has been an important factor in the development of *Journal* material. Readers were selected from these groups:

- New NEA Life Members
- Principals of schools with 100 percent membership in the NEA
- Superintendents of schools with 100 percent membership in the NEA
- Contributors who had articles in the *Journal* during the year
- Future Teachers of America chapters
- Officers of the NEA
- Classroom teachers
- State superintendents of public instruction
- Secretaries of state education associations.

The largest percentage of returns was from classroom teachers. NEA Life Members came second. Notable cooperation was given by many principals and superintendents who duplicated evaluation blanks and gave all

their teachers the opportunity to take part in the study and criticism of their professional magazine. FTA chapters took part in the evaluation for the first time this year.

Articles ranked first by readers during 1941-42 were:

- May 1941—"Education, the Mainstay of Business" by Willis A. Sutton
 September 1941—"Discipline Is Easier Than It Seems" by Harold S. Tuttle
 October 1941—"The Case for Essentialism in Education" by William C. Bagley
 November 1941—"The Case for Progressivism in Education" by William H. Kilpatrick
 December 1941—"Parents and Teachers Work Together" by Dorothy Baruch
 January 1942—"The Battle for Democracy"—Editorial
 February 1942—"Reading, Every Teacher's Job" by Ivan A. Booker
 March 1942—"The Outlook for America"—Editorial
 April 1942—"Morale Building in Our Schools" by John W. Studebaker

The Journal and Future Teachers of America

An amazing growth—Future Teachers of America has made rapid gains during the four years of its existence:

<i>Year</i>	<i>Chapters</i>	<i>Members</i>
1938-39	14	278
1939-40	64	1,565
1940-41	84	2,097
1941-42	110	3,001

The co-inclusive plan, under which members of FTA chapters are junior members of state associations as well as of the National Education Association, has spread so that it is now in force in a majority of the states. FTA dues in the NEA are \$1 per year. Each state association fixes the junior FTA dues in its state. The prevailing fee is \$1 with a few preferring 50¢ dues.

The FTA Victory Honor Roll includes all chapters which (a) increased their membership 10 percent or more over last year; and (b) have 50 or more members. More than a third of our FTA chapters won a place on the Victory Honor Roll during 1941-42.

Banner chapter and state for 1941-42—The Paul W. Horn Chapter of Texas Technological College, Lubbock, was selected the banner FTA chapter for 1941-42. The award was made on such points as number of members in relation to total college enrolment; character of FTA projects undertaken; merit points earned; and general efficiency. The Banner FTA state for 1941-42 is West Virginia. The West Virginia State Education Association has actively promoted the FTA movement thruout the state. There are eight chapters covering both white and Negro colleges. A state FTA meeting is held each year in connection with the WVSEA convention.

FTA Second Yearbook 1942 is now being distributed to every member of FTA and to many libraries and colleges. Four thousand copies of this 148-page Yearbook were printed. It contains the NEA Code of Ethics, the

story of the NEA, George Herbert Palmer's "Ideal Teacher," and other basic professional materials.

NEA Life Member—In February 1942 John D. McLain, who was president during 1940-41 of the FTA chapter at Southern Oregon College of Education, Ashland, became a Life Member of the NEA. He wrote from the U. S. Naval Training Station at San Diego that his work in the FTA and being a junior member of the NEA helped him so much by giving him a broad view of the field of education that he wished to continue his connection with the profession thruout life.

The Journal and Personal Growth Leaflets

Next to the *Journal*, the most widely circulating NEA materials are the Personal Growth Leaflets. Including publication in the *Journal*, 26,125,133 Leaflets have been published to date. On May 1, 1942, there were 145 titles in circulation. As the list is rounded out, fewer new titles are issued and an effort is made to confine the list to titles which are likely to be in substantial demand over a period of years. Less popular titles are being discontinued so that the quality of the list is steadily improving.

Personal Growth Leaflets afford teachers an opportunity to widen their influence with students and citizens. The Leaflets have nearly doubled the circulation of the more popular material which has appeared in the *Journal*.

The following Leaflets were best sellers during 1941-42:

- (1) Your Life in the Making
- (62) The Code of the Good American
- (103) Shall I Become a Smoker?
- (7) Your Personality in the Making
- (68) Education—Mainstay of Business
- (32) Shall I Attend a Junior College?
- (35) How To Study
- (22) A Golden Treasury from the Bible
- (226) Children's Books of 1940-41
- (63) The United States Flag Code

The Journal and the New Voter Movement

The New Voter Movement is one of the most significant projects the NEA has sponsored. It ranks with American Education Week as a means of building public interest in the schools. It is in reality an extension of the responsibility of the public-school system to the age of twenty-one.

The movement is sponsored by the NEA Committee on New Voter Preparation and Recognition, Hugh S. Bonar, chairman. The director of the Division of Publications is the headquarters contact for this committee. Material for states and communities in planning their observances is provided in the Division thru the (a) *NEA Journal*, (b) Personal Growth Leaflets, and (c) *The American Citizens Handbook*.

Plans have been made for a *New Voter Manual* to be issued each year, summarizing progress in the states and suggesting annual themes and programs for New Voter Day. The *Manual* would absorb material now

published in the *American Citizens Handbook* which changes from year to year, so that larger editions of the *Handbook* could be issued over a period of two or three years.

The second edition of *The American Citizens Handbook*, revised and enlarged from 366 to 415 pages, was published. Rapid sale of the first printing of 10,000 copies made necessary a second printing of 10,000.

The second nationwide radio program on New Voter Day (May 17 this year) has been arranged. The 1941 broadcast featured Vicepresident Wallace, Speaker of the House Rayburn, and other government officials.

Journal Program for 1942-43

Following are some of the major aims of the *Journal*:

To report the NEA campaign to protect and improve the schools during wartime.

To support the Association's program for teacher welfare, including salaries and federal aid.

To support the NEA program of membership enlistment.

To publicize and report NEA conventions.

To give concrete help to schools in adjusting to wartime demands for service and in preparing for the peace.

To give thru Service pages as much concrete help as possible to teachers in their daily work.

To advance the work of NEA departments, commissions, and committees.

To promote such *Journal* projects as American Education Week, Future Teachers of America, New Voter Preparation and Recognition, and Vitalized Commencements.

To keep the *Journal* attractive in form and appearance.

Areas under consideration for special emphasis during 1942-43 include: wartime services of the schools; teacher shortage and recruitment; after-war reconstruction; the United Nations; history of the National Education Association; the government in wartime; and great men educators.

American Education Week

"Education for a Strong America" was the theme of the 1941 observance of American Education Week, November 9-15. Each year AEW is more widely observed and has come to stand in a class by itself as a national enterprise. It is sponsored by the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

Materials for the observance are prepared each year under the direction of Lyle W. Ashby. Highlights of the 1941 distribution of materials were:

Promotion communications sent out.....	176,145
Communications answered by personal letters.....	1,038
Communications answered by form letters.....	1,118
Total number of orders.....	8,357

Over 15,000 packets and manuals were sold:

Kindergarten-primary	2,837
Elementary school.....	6,131
Junior high school.....	2,783
High school.....	3,502

In addition to classroom supplies included in packets, the following items were sold separately in the quantities indicated:

Poster	25,970
Leaflet	1,070,200
Sticker	423,650
Handbook	1,700
Sunday folder.....	4,788
School plays.....	9,235

A sound motion picture trailer for use in local theaters was produced for the first time in 1941 and 650 prints were sold. The film, entitled "Education for a Strong America," was narrated by Lowell Thomas and was seen by 5,000,000 persons. It had a screening time of 1½ minutes.

Income from the sale of American Education Week materials has for several years consistently exceeded all expenditures, excluding staff in the Division and the handling of records in the Division of Accounts and Records.

	<i>1941 Record</i>	<i>Comparative Income</i>
Total Income.....	\$20,962.23	1939..... \$11,115.77
Total Expense.....	18,261.84	1940..... 15,817.98
Excess of Income over Expense..	\$ 2,700.39	1941..... 20,962.23

Plans for the 1942 observance, November 8-14, are being built around the theme "Education for Free Men" and will continue the main features of previous celebrations.

Association Publishing

The Editorial Service Unit of the Division of Publications gives service of technical editing and management thru the press of most of the major publications of the Association and some of the departments.

Listed below is a summarized statement of the scope of all major Association publishing handled at NEA headquarters during 1941-42, exclusive of promotion materials and incidental items.

	<i>Publications</i>	<i>Number of publications</i>	<i>Total number of pages</i>
<i>General</i>			
NEA Journal.....		9	112,440,000
Proceedings		1	9,300,000
Research Bulletins.....		5	4,522,000
<i>Departmental</i>			
Yearbooks, Bulletins, Official Reports, etc.....		111	122,162,931
<i>Commission and Committee Reports</i>			
Educational Policies Commission Reports.....		8	7,382,000
Report of NEA Committees.....		8	821,000
<i>Special Publications</i>			
AEW Publications.....		15	12,126,000
Personal Growth Leaflets.....		79	21,280,000
Convention Programs, Manuals, Reports.....		4	1,768,000
Latin American Bibliography.....		1	1,344,000
Commencement Manual.....		1	316,800
TOTAL			293,462,731

Public Relations

Belmont Farley

Purpose—To acquaint the public and the profession with the work of the Association and to secure public support for the improvement of education.

Personnel—The staff of the Office of Public Relations at the beginning of the current year was increased to include one additional clerical assistant and one creative assistant whose principal responsibility is interpreting and promoting publications of the NEA and its departments. As a result of this expansion, and of an increased budgetary item for postage, the services of the Office have been considerably increased.

Procedure—The interpretive program of the Office is carried on thru educational and lay magazines, newspapers, radio, personal contacts, and correspondence. Its operation may be illustrated by the publicizing of *A War Policy for American Schools*, a publication issued by the Educational Policies Commission.

The Office prepared a 3000-word summary and evaluation of this publication which was printed in full in sixteen journals of state associations totaling a circulation of 260,134 and was adapted for use in other state journals with a combined circulation of 161,150. Editors of forty-three national journals of education received reviews of the publication. Correspondence was had with officers and editors of journals of one hundred national organizations to whom copies of the publication were sent along with statements prepared to indicate the relation of school wartime policies to the special interest of the organization and to show how the organization might cooperate in carrying out such policies. As a result, articles about the publication were printed in many of these journals. Letters and promotion materials were sent to principal state and federal officials, state governors, state legislators, congressmen, committees, and executives charged with some type of educational responsibility. Twelve hundred and forty-eight releases on *A War Policy for American Schools* were sent to daily newspapers and press associations, 1151 releases to weekly newspapers, and 454 to college publications. Members of the Educational Policies Commission were presented on three nationwide radio broadcasts describing the wartime contributions of the schools.

Among other publications promoted similarly thru articles, reviews, and releases were other official statements of the Educational Policies Commission, the *Bulletins* of the Research Division, and the yearbooks of the NEA departments.

Emphasis—Topics given greatest emphasis during the year were: what the schools can do and are doing to help win the war; teacher shortages; wartime teaching aids; federal aid to schools; education and national morale; health in schools; international relations; activities of the NEA thru its committees, commissions, and departments; and American Education Week.

Newsletters—Newsletters totaling 2951 copies were issued as follows: *Capital Comment*—monthly summary of educational events in the nation's capital for journals of state education associations; *News and Views*—events and opinions of nationwide interest to teachers, for publications and public relations committees of local teacher organizations; *Farm and Village Schools*—activities in rural education and rural life, for leaders in this field; *Revue of Reviews*—reviews of publications of the NEA and its departments, for editors of educational journals, local teacher organizations, libraries, and others interested in current educational publications.

Conventions—Convention press services were maintained for the National Education Association at Boston, June 29-July 3, 1941; National Council for Social Studies, Indianapolis, November 17-23, 1941; American Association of School Administrators, San Francisco, February 21-26, 1942; and American Association for Health, Physical Education, and Recreation, New Orleans, April 15-18, 1942. The director also aided in the press service for the National Conference of College and University Presidents at Baltimore, Maryland, January 3-4, 1942.

Radio programs (interpretive)—Twenty-five national hookup radio programs were broadcast during the year for the purpose of interpreting the work of the Association and the aims and achievements of education. Twenty-one of these were from national conventions.

The purposes of convention radio programs were (a) to enable the thousands of members not in attendance at the convention to participate as listeners in some of the convention programs; (b) to familiarize nonmember educators with the work of the Association and its influence in American life; and (c) to give parents and other citizens information on what the schools are doing for the children of the nation.

Special radio services of the year included assistance in the organization of the Association for Education by Radio; in the promotion of the use of educational radio programs thru releases, calendars, posters, and letters; in demonstrations of the *Radio-Escuela de las Americas*; in conferences on educational radio projects; in preparation of magazine articles on the use of radio in the classroom; and in organization of the Inter-American University of the Air by the National Broadcasting Company.

Radio programs (educational)—The Office represents the NEA in the presentation of educational radio programs for which it has assumed some obligation. The principal current project of this kind is the *Radio-Escuela de las Americas*, a service to all countries of the Western Hemisphere in which the NEA cooperates with the Columbia Broadcasting System. One hundred and twenty-four programs were broadcast during the year. These supplementary aids to classroom teaching were offered each school day on the CBS network from October 6, 1941, to April 24, 1942. Teachers' manuals outlining lessons for the school year were distributed at the expense of the CBS as follows: in English, 200,000; in Spanish, 50,000; and in Portuguese, 5,000.

Engineering and language difficulties prevented broadcasting the programs by short wave to South and Central American countries as was

planned. All scripts, however, were translated into Spanish and Portuguese and sent to educational authorities in the respective countries for such adaptation and use as local opportunity permitted. The *Radio-Escuela de las Americas* is especially popular in Canada, where nine of the broadcasts during the year originated.

No satisfactory check has been made of the number of teachers who use the *Radio-Escuela* with a degree of regularity. However, the commercial listener surveys of the CBS indicate that the adult audience of the program is close to 2,000,000.

Platform demonstrations of the *Radio-Escuela* were given during the year in Mexico City, Toronto, Montreal, and Winnipeg. The meeting in Mexico City attracted an audience of more than 5000. Demonstrations were made also at the annual conventions of the American Association of School Administrators and the Music Educators National Conference. The *Radio-Escuela* was a program feature of educational meetings held at Augusta, Georgia; Salt Lake City, Utah; Richmond, Virginia; and Columbia, South Carolina.

Science, music, history, geography, literature, and current social, economic, and political problems will be principal subjects of the broadcasts of *Radio-Escuela de las Americas* for 1942-43.

Newspapers—A total of 8178 releases on general subjects were sent to newspapers. Spot stories announcing appointment of local educators to NEA committees and participation of speakers on convention programs were sent to 1080 newspapers. These releases represented 2349 appointments, elections, and activities.

Special services—During the year thirty-eight special articles and speeches were written for publication or delivery.

The director of the Office traveled two weeks in Montana, speaking at 23 meetings of educators, service clubs, and the state convention of the National Congress of Parents and Teachers. He participated in Professional Institutes at Missoula, Montana, and Cedar Falls, Iowa, and spoke at the Tampa, Florida, Teachers Club and at the Southeastern Regional Conference of the Department of Classroom Teachers at Miami, Florida. He maintains membership in the National Press Club. The Office keeps in touch with many lay organizations and the director is staff coordinator for the NEA Committee on Cooperation with the American Legion.

The Office cooperates in the public relations programs of the National Committee on Education and Defense, the Wartime Commission of the U. S. Office of Education, and the NEA Commission on the Defense of Democracy thru Education.

The Office maintains a file of photographs and biographical material for the use of editors. The file now includes 1614 names. Most of the complimentary distribution of NEA publications to organizations, editors, institutions, and prominent people is thru the Office. Seventy-two complimentary mailing lists totaling 6580 persons, organizations, and so forth, who receive NEA publications in which they may be presumed to have special interest, are maintained.

The Office is assuming responsibility for the placement of NEA publications in the Library of Congress and similar archives of national importance.

Research

Frank W. Hubbard

The Research Division was organized as a part of the NEA staff on March 1, 1922. In the first report of the Division its major functions were stated: (a) to anticipate the research needs of the Association; and (b) to meet the current demands for information made by individuals and committees within the Association. For twenty years the Division has striven to perform these functions. Perhaps on this anniversary it is proper for the Division to quote from a recent letter: "More and more I am impressed with the services the National Education Association offers to teachers. I want to thank you for the very fine material received from the Research Division."

Consultative Services

During the past year the Research Division has assisted dozens of committees with special problems. Committees of classroom teachers, developing a new report card, borrowed sample report forms; superintendents used information on personnel records; many committees consulted the folder of typical salary schedules; others wanted suggestions on the preparation and presentation of new salary plans. These requests required extensive bibliographies, loan collections, and carefully prepared letters. Often the correspondence has extended over a period of months.

In addition to these detailed advisory letters, the Division answered at least 5000 inquiries for specific information: Where may I get a particular book on the teaching of reading? What tests are available in my field? What are the purposes of a certain organization? How do the states provide for teacher retirement? These letters are answered promptly and with as much completeness as facilities permit. Many of those helped have submitted testimony of the effectiveness of the service.

Committee Activities

Frequently the Research Division is called upon to help the committees of the Association and its departments. These demands call for many types of research and editorial aid. Among the Division's activities in 1941-42 have been the following:

Committee on Academic Freedom—Provided advisory and editorial assistance in planning a series of articles.

Committee on Cooperatives—Helped in the collection, editing, and mimeographing of sample studies of the teaching about cooperatives in thirteen states.

Committee on International Relations—Assisted in outlining the year's program including a bibliography on the Far East and the newsletter *Among Us*.

Committee on Tax Education and School Finance—Outlined and directed a series of conferences on school finance, prepared proceedings of these meetings, issued

several releases on significant taxation trends, and drafted a statement on school finance and the present emergency.

Committee on Teacher Preparation and Certification—Helped in the formulation of the Committee's plans; assisted with a questionnaire and with letters of suggestions to state leaders; mimeographed review of year's activities.

Committee on Tenure—Prepared a review of court decisions reported in 1941, and summarized state tenure laws to date.

Joint Committee of the NEA and ATA—Prepared and mimeographed an analysis of the Committee's activities in recent years.

Legislative Commission—Provided this group with an extensive series of memorandums and bulletins on legislative trends.

Library Committee, American Association of Teachers Colleges—Assisted in the drafting of a questionnaire on the status of libraries in teachers colleges.

National Commission for the Defense of Democracy thru Education—Prepared a study for this Commission on teacher shortage situation; drafted a statement on New York City budget; and summarized trends with respect to state child labor and school attendance laws.

National Council on Teacher Retirement—Summarized and mimeographed the legislative provisions for state and local retirement systems.

Summarization Committee, American Association of School Administrators—Provided staff to compile and edit the summary of the San Francisco convention.

Altho some of the reports resulting from the foregoing activities were issued in limited numbers, most of them can be obtained from the Washington offices of the Association.

Yearbooks

To date the Research Division has participated in the preparation of thirty-seven yearbooks. The volumes for 1941-42 were as follows:

1. *Health in Schools* (American Association of School Administrators).
2. *In-Service Growth of School Personnel* (Department of Elementary School Principals).

Other yearbooks now being prepared deal with occupational adjustment, character education and national morale, and the elementary school in defense of democracy.

Research Bulletins

In anticipation of many of the individual and group needs of the Association's members, the Division prepares annually five issues of the *Research Bulletin*. Those issued in 1941-42 dealt with the following topics:

September 1941, "High-School Methods with Superior Students"—a review of administrative and instructional procedures with the gifted child.

November 1941, "Schools and the 1940 Census"—a summary of the federal census and an analysis of its significant trends.

January 1942, "Reading Instruction in Secondary Schools"—a review of the types of reading problems found among high-school students and a presentation of methods in dealing with typical situations.

March 1942, "Teacher Personnel Procedures: Selection and Appointment"—a report on personnel practices in 1801 representative city school systems.

May 1942, "Teacher Personnel Procedures—Employment Conditions in Service"—a survey of salary, rating, sick leave, training, and other employment practices in city schools.

More than 20,000 copies of each of these publications have been distributed to Life Members, Five-Dollar Members, *Research Bulletin* subscribers, and the members of several departments.

Progress has been made on bulletins dealing with the need for federal aid, supervision, procedures with slow-learning pupils, and other important topics.

Cooperative Projects

Jointly with the American Association of School Administrators the Research Division maintains a subscription service—the Educational Research Service. Nearly 500 school systems, colleges and universities, and libraries avail themselves of publications and other informational aids. During the year, the Research Division has supervised the preparation of twelve circulars dealing with topics such as the selection and appointment of new teachers; high-school commencement activities; school expense compared with combined city and school expense; and size of class in public-school systems in cities over 30,000 in population and in cities below 30,000 in population that subscribe to the Service. The facilities of the Division are also drawn upon in answering letters received from subscribers.

With the aid of funds supplied by the Highway Education Board, the Division has continued its work in safety education. A review of more than 100 films and filmstrips has been prepared for publication. Progress has been made on a checklist of school safety during the present emergency. Dozens of letters have been answered helping teachers locate suitable materials for safety instruction.

In cooperation with the Committee on International Relations and with the aid of a special grant, the Division compiled, printed, and distributed 28,000 copies of its bibliography entitled *Latin American Backgrounds*. Five times during the year the Division issued the newsletter *Among Us*, dealing with inter-American affairs. Nearly 50,000 copies of each issue were sent to city and county school systems, teachers colleges, universities, and individual educators. Copies were also sent to the American embassies thruout Latin America.

With the aid of experts in state departments of education, universities, and state education associations, the Division has revised its series *School Finance Systems*. To date thirty-nine states have been completed and the remainder are in process.

Miscellaneous

Thru its state school legislative reference service the Research Division has supplied materials to local, state, and national leaders interested in legislation affecting education. Regularly there has been issued a release listing bills in Congress. The most important of these have been discussed in detailed statements. Particular attention has been given to social security and to taxation proposals. Summaries have been made of the high spots in recent state legislation. This service has brought special favorable comment from state leaders.

Each year the Division is called upon to assist the officers of the association, members of the staff, and nonschool groups with various problems. These demands have required conferences, memorandums, and publications. A mimeographed release "Federal Aid for Education—Now" and a plano-graphed folder "Education, a National Problem" were prepared for the federal aid campaign. Members of the Division have served on various staff committees and have helped with local, state, and national convention programs.

Rural Service

Howard A. Dawson

The principal activities carried on thru the Division of Rural Service during the past year have been (a) to promote and interpret rural education, (b) to maintain professional contacts for the National Education Association in rural education and other related fields, (c) to act as the headquarters representative of the Department of Rural Education, and (d) to carry on the work of the Legislative Commission in promoting legislation for federal aid for education, the director acting as secretary of the Commission.

Conferences on Rural Life and Education—The third Midwest Conference on Rural Life and Education, participated in by approximately 3500 teachers and rural educational and lay leaders from Iowa, Illinois, Kansas, Nebraska, Missouri, Minnesota, Montana, North Dakota, South Dakota, and Wisconsin, was held at Iowa State Teachers College, Cedar Falls, Iowa, March 19-21. The second Midsouth Conference, participated in by approximately six hundred teachers and rural educational leaders from Arkansas, Alabama, Georgia, Tennessee, Kentucky, Mississippi, and Louisiana, was held at Hot Springs, Arkansas, April 30, May 1 and 2. The transportation problems incident to the war adversely affected attendance at both these conferences, and the sugar rationing program that took place the first week in May prevented many county and other rural superintendents from attending the Midsouth Conference. Most favorable reports have been received from lay and professional leaders regarding these conferences and the NEA is urged to continue their sponsorship. A request from leaders of the Great Lakes region to organize a conference in that area has been filed with the director.

Institute on the Guidance of Rural Youth—April 21-23 the second of these institutes, sponsored by the Division of Rural Service, the Alliance for the Guidance of Rural Youth, the American Council on Education, the Washington Federation of Churches, and the following United States government departments and services—Department of Agriculture, Children's Bureau of the Labor Department, the Employment Service, the Office of Education, and the U. S. Public Health Service—was held at the headquarters building of the NEA. The discussions were centered around the effects of the war and the resultant policies of the federal government on education, employment, health, and recreation of rural

youth. A report of the conference has been prepared and 3000 copies made available for distribution.

Consultations—The director acted as consultant to the Second Southern States Work Conference in School Administration held June 1-15 in Daytona Beach, Florida, dealing with the subjects "Negro Education in the South" and "State and Local Financing of Schools." Each of these subjects was covered by a report published and distributed by the Florida State Department of Education. These are significant reports, highly applicable to the problems of federal aid for education, and have received the highest commendation of educational leaders and specialists from all parts of the nation. The director also participated in the conferences held by the NEA Committee on Tax Problems held in Nashville, Tennessee, and in Chicago, Illinois. Addresses were also delivered before each of these conferences. Five days were spent in visitation and observation of the schools of Fulton County, Georgia, and in consultation with the Fulton County superintendent and his staff. Such visitations are valuable means of keeping in close touch with what is going on in our best rural schools. The Fulton County school system is in every respect one of the best rural and suburban systems to be found anywhere in the nation. The director has also served as consultant to the Committee on Government and Finance of the American Council on Education. Recently the General Education Board has made a grant to this committee to carry on a study to plan and install a permanent program for the collection of statistics on school expenditures which have a functional value. The director has recently been appointed a member of the Advisory Committee for that study.

A case study of selected rural schools—In keeping with the policy of the division to promote research in rural education, the director has drawn up a plan for making a case study of selected rural schools that are conducting programs in harmony with the social and economic needs of the areas served by them. It is intended that a report based on these case studies will be published and made widely available to leaders responsible for the shaping of the educational programs of both small and large rural schools. An advisory committee is to be selected to guide the study to be made by a director and staff to be located in one of the teacher-education institutions of the South. The proposal has been thoroly discussed by leaders at the Midsouth Conference on Rural Life and Education, April 30, 1942. It seems probable that one of the educational foundations will finance it.

Addresses—The director has delivered twenty-four public addresses in ten states—Arkansas, California, Georgia, Illinois, Iowa, Louisiana, Massachusetts, New York, Pennsylvania, West Virginia—and the District of Columbia. Approximately 17,650 persons were reached in this way.

School and community gardens—Early in 1942 the Secretary of Agriculture in conjunction with the Federal Security Administrator launched the Victory Garden Program. The director of rural service was appointed

a member of the National Advisory Committee on Victory Gardens and was made chairman of the Subcommittee on School and Community Gardens. The object of this subcommittee is to encourage schools to conduct garden projects either at schools or at the homes of the pupils, and to encourage communities to maintain gardens chiefly to produce food for hot school lunches and for needy people in the community. The school gardens are intended to be of educational value as well as to produce food for school leaders. The director has worked in close cooperation with the Extension Service of the Department of Agriculture and with the Office of Education in promoting this program.

Priorities affecting schools—Since September 1941, the director has spent considerable time working with the War Production Board, the Office of Defense Transportation, and the Office of Price Administration in the matter of obtaining priorities for school supplies and equipment and tires for school buses and for the use of public-school employees. The following things have been accomplished: (a) Priority for the production of the necessary number of bus bodies was obtained. (b) A plan was proposed to and adopted by the Office of Defense Transportation under which applications for the purchase of motor chassis for school buses will be submitted to the chief state school officer in each state to investigate and determine whether the buses proposed to be purchased are necessary. (c) A plan has been worked out with the War Production Board under which the matter of school supplies, apparatus, and equipment has been placed under the Production Requirements Plan by which allocations of supplies, apparatus, and equipment (except items involving highly critical materials) will be made to the distributors rather than on applications from individual school systems or educational institutions. (d) Agreement has been reached with the Rubber Division of the Office of Price Administration whereby certain public-school officials, especially county superintendents and rural-school supervisors and teachers serving three or more schools, will be eligible to obtain recaps, retreads, or, if necessary, new tires for use in carrying on official duties.

This matter of priorities is a most tedious problem and one that changes with each change in policy of the government in carrying on the war. It will require the continuous work of a staff member of the NEA to keep the problems of the schools adequately before the responsible federal officials.

Department of Rural Education—The director, as executive secretary of the Department of Rural Education, has assisted the president of the Department in organizing and arranging the programs for the summer and winter meetings of the Department, has conducted the annual membership campaign of the Department, and has prepared for printing and disseminated the yearbook of the Department entitled *Guidance in Rural Schools*. The affairs of the County Superintendents Section and of the Pupil Transportation Section have also been conducted by the director.

Legislative Commission—The director, serving as secretary of the Legislative Commission, has devoted considerable time to the promotion of the

legislative program to obtain federal aid for education. The work of the Division in connection with this program is reported in the report of the Legislative Commission and for that reason is not included here.

Prospects in rural education—The war situation is producing acute problems in rural education. There is developing an alarming shortage of qualified teachers for rural schools and a real threat to the standards for the certification of rural teachers. The enrolments in teacher-education institutions are below the numbers required for replacements in rural schools. Under the present opportunities for employment in defense activities and industries it is likely that substantial numbers of the graduates of teacher-education institutions will not seek employment in the schools. There is but one remedy for the situation and that is to obtain the funds to pay adequate salaries to rural teachers. There is only one source from which such funds can come: federal aid to the states for education.

Other grave problems threaten the efficiency of rural schools: the shortage of tires for the use of rural-school personnel and the absence of living quarters for teachers near the schools, and the probable shortage of school bus equipment. Unless the federal government takes a more enlightened attitude toward our rural schools than has yet been evidenced and the war continues for another year, stark calamity equal to or exceeding that of the last world war is facing thousands of rural schools. These circumstances make all the more necessary the obligation of the NEA to carry on a battle for the maintenance of our rural schools.

Secretary's Office

Harriett M. Chase

The effect of a nation at war is reflected in the increased demands upon the headquarters staff. Education must go forward in war as well as in peace. Men in the armed forces today were in our public schools yesterday. Children must be educated *now*. This process postponed even for one year would be a national calamity.

The work of the Secretary's Office, which serves as a clearing-house for the ten headquarters divisions, is constantly on the alert, coordinating the work, planning short cuts, and doing everything possible to do the job without decreasing efficiency. The ten departments housed with us together with the seventeen others and the thirty-one committees and commissions are closely tied in with headquarters.

The policy-making bodies of the Association are the Representative Assembly, Board of Directors, Executive Committee, and Board of Trustees. It is the duty of the headquarters to carry out these policies.

The executive secretary has always spent much time in conferences with staff members and outside agencies. The demands have trebled during the past six months because of educational problems growing out of the war situation. The executive secretary is a member of the Educational Policies Commission, National Commission for the Defense of Democracy thru

Education, Joint Commission on Education and Resources, National Committee on Coordination in Secondary Education, Federal Radio Education Commission, Joint Army and Navy Committee on Welfare and Recreation, Children's Bureau Advisory Commission on Children in Wartime, Department of Labor's Advisory Committee on the Protection of Young Workers, Organizing Committee of the Inter-American University of the Air, Conference Committee of American Association of School Administrators meeting jointly with the Education Committee of the U. S. Chamber of Commerce. He is co-chairman of the National Committee on Education and Defense and is a member of the Standing Committee on Latin American Activities and the Standing Committee on Military Affairs. The executive secretary is serving as chairman of the Divisional Committee on State and Local Administration of the U. S. Office of Education Wartime Commission. He is also a member of the Board of Trustees of Teaching Film Custodians and the Society for the Advancement of Education. He served as chairman of the Advisory Committee on Arrangements for the Eighth Pan American Child Congress held early in May sponsored by the Department of State and conducted by the Children's Bureau of the Department of Labor.

Thousands of pieces of mail are handled daily in the Secretary's Office, where all incoming mail is opened, stamped, and distributed. Much of it is answered here. In addition to this general correspondence, much of the work for the officers of the Association, particularly the president, is done here. Correspondence with committee chairmen and members and with department officers not housed at headquarters is heavy. The impetus given to the legislative program has added tremendously to our correspondence.

The difficulty in securing adequate and competent temporary personnel, a duty of the Secretary's Office reported last year, has greatly increased. It is gratifying to report that several staff members working on a temporary basis have refused government positions, feeling that their work with the NEA as well as the working conditions are superior to those of the government.

Requests from groups desiring departmental status come to the Secretary's Office. Two groups whose applications were approved by the Executive Committee and Board of Directors last year will be considered for departmental status by the Representative Assembly at Denver—the American Association of Junior Colleges and the American Industrial Arts Association.

Work in connection with the annual convention begins early in the year and becomes intensive during April, May, and June. This consists of correspondence in preparation for the *Official Program*, writing officers of departments and allied organizations regarding their programs, and finally organizing the entire program.

The preparation and printing of the *Official Manual for Delegates* is another responsibility of the Secretary's Office.

As staff representative for the Committee on Bylaws and Rules and the Committee on Necrology, the director has kept in close touch with the chairmen thruout the year and has given special assistance when needed.

SUMMARY OF REPORTS OF COMMITTEES, COMMISSIONS, AND COUNCILS

IN 1856, when the call was sent out for a meeting to organize the National Education Association, the major purpose stated was to "concentrate the wisdom and power of numerous minds and distribute among all the experiences of all." This purpose of the Association has become a characteristic of the work of committees. From the first deliberative committee appointed in 1858 to the latest one created in 1941 the Association has maintained its faith in the importance of cooperative planning and action.

The work of committees is widely varied. Some have specific duties directly related to the annual meeting, others are assigned to investigate questions that have interested the profession for years, and still others are asked to meet current problems. None of the committee members are paid for their services. All of them are certain, however, that they will be called upon to make sacrifices of their own time and energy. These efforts are justified when the delegates and the members of the Association study and act upon the results of committee deliberations.

During the school year 1941-42 the Association sponsored thirty-one committees, commissions, and councils. These were classified into five types as follows: Convention, 8; Standing, 4; Special, 7; Joint, 5; and Commissions and Councils, 7. The following brief summary reports made by the chairmen have been arranged according to this classification.

I. Convention Committees

THE ANNUAL CONVENTION of the Association is one of the largest held by any professional group. On the average, 12,000 delegates and visitors are in attendance. To carry on the business of these large meetings it is necessary to have eight committees in addition to the officers and the staff.

COMMITTEE ON APPRAISAL

The members of the Committee are: Reuben T. Shaw, Philadelphia, Pa., *chairman*; W. D. Asfahl, Delta, Colo.; Harry Clark, Columbia, S. C.; Minnie Garff, Salt Lake City, Utah; Sarah T. Muir, Lincoln, Nebr.; Greta Oppe, Galveston, Texas; Gertrude Roberts, Huntington, W. Va.; N. Elliot Willis, Winthrop, Mass.; and Irvin A. Wilson, La Grange, Ill.

The Appraisal Committee gathers together comments from those attending the convention. For several years a questionnaire form was circulated among delegates to supplement the interviews and observations of the individual members of the Committee.

Constructive comments and suggestions for improvement of any of the sessions or conferences are most cordially welcomed. Comments should be in sufficient detail to make clear the suggestion but should be kept as brief as possible.

All comments are read carefully and the specific suggestions which they contain are tabulated by type and purpose. A brief summary of the findings is reported each year to the members. Detailed statements are filed with the executive secretary, who discusses them with the incoming president. In this way, valuable ideas are obtained for the improvement of conventions.

COMMITTEE ON AUDITING

The members of the Committee are: Jere A. Wells, Atlanta, Ga., *chairman*; R. A. Ganoung, Tucson, Ariz.; and Minnie Garff, Salt Lake City, Utah.

The Auditing Committee examines the detailed reports of the certified public accountants who are employed with the approval of the president of the Association for a full and complete audit of all Association accounts.

The Committee familiarizes itself with the form and the arrangement of the report and makes recommendation regarding its acceptance to the Representative Assembly.

COMMITTEE ON BUDGET

The members of the Committee are: Kate Frank, Muskogee, Okla.; Elmer H. Garinger, Charlotte, N. C.; William B. Jack (deceased), Portland, Maine; Mrs. Edith B. Joynes, Norfolk, Va.; and L. V. Phillips, Vincennes, Ind.

The Committee makes a detailed study of tabulated reports of income and expense and studies proposals for appropriations to be authorized for the ensuing year. This work is carried on at a meeting of the Committee held in Washington directly after the close of the fiscal year, May 31. At that time the Committee organizes thru the election of a chairman.

Further procedure for handling the budget includes a second consideration of all proposals by the Budget Committee at a meeting held in the convention city immediately prior to the opening convention date. The report, then agreed upon, is presented to the Executive Committee for its comment and advice and to the Board of Directors for approval or amendment. Directly after action is taken by the Board of Directors, an open meeting or hearing on budget requests is held. Thru the chairman of the Committee, the budget is presented to the Representative Assembly for action.

COMMITTEE ON BYLAWS AND RULES

The members of the Committee are: Charles E. Sohl, Glenside, Pa., *chairman*; Cornelia S. Adair, Richmond, Va.; Faye Read, Pueblo, Colo.; John Rusinko, Minneapolis, Minn.; and Agnes Samuelson, Des Moines, Iowa.

One of the essential prerequisites of a successful meeting of the Representative Assembly is a well-planned and comprehensive organization so that convention issues can be clearly and quickly presented to the delegates and

that they in turn can come to intelligent conclusions with a minimum amount of confusion.

Many delegates to the annual convention of the Association are new and inexperienced. They are not familiar with either issues or procedures. The Committee on Bylaws and Rules is charged with the responsibility of facilitating the business meetings of the Representative Assembly. In addition the Committee acts as an advisory and interpretative body relative to parliamentary and convention procedures. It is on hand at all meetings of the Representative Assembly and is available to all delegates for advice and counsel. Before the convention, the Committee carefully analyzes all proposed changes to the bylaws and standing rules. These analyses are presented to the Board of Directors for action and recommendation to the Representative Assembly.

COMMITTEE ON CREDENTIALS

The members of the Core Committee are: Elvira Peterson, Mason City, Iowa, *chairman*; Jesse S. Agnew, Bennettsville, S. C.; J. W. Edwards, Portland, Oreg.; H. R. Peterson, Duluth, Minn.; and C. P. Rausch, Ravenna, Ohio.

The work of the Committee is confined to the period of the annual convention; it meets on Monday afternoon. The Committee, consisting of one representative from each state, is called to order by the chairman of the previous year. A chairman for the following year and a Core Committee of four are elected. After due consideration of report made by the staff member in charge of the delegate registration on the number of delegates registered up to that time, the Committee recommends that "all delegates properly certified be seated." A definite hour is fixed for closing of registration and the Core Committee with the chairman is authorized to make decisions covering questions that may arise pertaining to the seating of delegates.

The Core Committee wishes to make the following recommendations that:

1. A good room should be assigned for the Committee meeting at 3:00 P.M. Monday and that this information be printed in the program.
2. Registration for delegates should close on Wednesday morning at nine o'clock and this time should be printed each year on the credential cards and in the program.
3. A sufficient number of capable ushers should be provided to assist the Core Committee at all of the three sessions to see that no one is allowed to be seated on the floor of the Assembly unless he can show proper delegate credentials.
4. The chairman or some member of the Core Committee should be stationed near the registration desk to whom any controversial question concerning delegates may be referred.
5. The chairman and Core Committee members should be provided with special badges of identification.

COMMITTEE ON ELECTIONS

The members of the Committee are: Everett Keith, Columbia, Mo., *chairman*; Mrs. Sarah C. Caldwell, Akron, Ohio; Roscoe Divine, Tulsa, Okla.; Frank Heinisch, Omaha, Nebr.; L. C. Murray, Aitkin, Minn.; Ruth Ringland, Denver, Colo.; Vera Strong, Houston, Texas; and Friedrich Roth, Bridgeport, Conn.

The Committee on Elections is responsible for the procedures of voting and the physical arrangement of the balloting place. It holds its first meeting on Monday of convention week and agrees upon the duties of its members.

Committee representatives obtain the list of all nominees to be balloted upon and check the same for correctness of names, addresses, and membership status. The Committee prepares the ballot, has custody of the printed ballots, provides personnel for manning the voting place, and is responsible for counting the ballots and reporting the results of the election.

COMMITTEE ON NECROLOGY

Each state delegation, on Monday of convention week, elects one representative to the Necrology Committee. The Committee elects its own chairman. The chairman for the year 1941-42 is Frank S. White, Fairmont, West Virginia.

The Committee compiles a list of all the members of the Association who have passed away during the year, reports this list to the annual meeting, and conducts a brief memorial service for the departed members.

The following list consists of all National Education Association members whose family or associates have advised us of their passing:

ALABAMA

Caviezel, Mrs. Eva L.
Moore, James Alexander
Nolen, Alice
Vigor, Charles F.

ALASKA

Aalto, Impi

ARKANSAS

Broughton, Garnett

CALIFORNIA

Alway, Elsie M.
Baisden, Leo B.
Bodwell, Edwin J.
Bowen, Emma King
Chamberlin, Mrs. Edna
Clifton, Archie R.
Cohn, Flora Nathalia
Cranston, John A.
Cubberley, Ellwood P.
Dakers, Ora Lea
Erwin, Mack A.
Fisher, Della
Glenn, Joseph T.
Goddard, G. W.
Kenaga, Katharine J.
Kerr, Henry
Massey, Erna S.
May, Hilda M.
Mickey, Jennie
O'Neil, Mary
Owen, Herman E.

Pendleton, Mrs. Mildred E.
Richards, Elizabeth T.
Rutledge, R. E.
Sayles, Marjorie
Schieber, Mrs. Ora L.
Stephens, William
Thurston, Fred L.

COLORADO

Creaghe, Mary
Daly, Julia
Goodrich, Louis D.
MacOuat, Frances M.
Nash, Margaret
Needham, Minnie B.

CONNECTICUT

Leferman, David

DELAWARE

Diviney, Anna V.
Crooks, Ezra B.
Wise, Irene O.
Wright, Eva

DISTRICT OF COLUMBIA

Bayly, Margaret
Bolt, J. B.
Dean, Mildred
Harned, E. O.
Matthews, Samuel D.
Peoples, Elizabeth K.
Short, Margaret M.
Vought, Sabra W.
Wolfenbarger, Floy

FLORIDA

Casterlin, William H.
Grote, Caroline
Jenkins, Howard
Mathews, Mrs. P. E.

GEORGIA

Enlow, E. R.
Kirby, Emery

HAWAII

Carter, Mrs. Alice Armeda

IDAHO

Freer, Seth I.

ILLINOIS

Bennett, C. A.
Berry, Ruth M.
Blair, Francis G.
Borchard, C. J.
Collins, Mary
Colver, John M.
Curtis, Cleo W.
Duncombe, Ann
Fleming, Miriam
Giffin, Ona
Gooding, Charles
Graham, Mary
Gran, Anna
Gurley, Edna
Hanley, Margaret Walsh
Harris, William H.

Kiser, Laura M.
Law, Jennie B.
Loughran, Ellen
McKeough, Alice C.
March, Clara
Mayer, Edna
Meyers, Eugenia
Nix, Grace E.
Nolen, Jack
Robb, Helen Marie
Rogers, Mary M.
Ryan, Laura E.
Saunders, Mabel W.
Sawyer, Bessie
Schaack, Clara A.
Smith, Mrs. Eda M.
Sullivan, Alice M.
Ticktin, Louis L.
Truby, Estella M.
Vinton, Mrs. Minnie
Weimer, Teresa
Westwater, D. E.
Woods, Alice

INDIANA

Benson, Mrs. Laura
DeLong, Mae
Flentke, Mildred
Gardner, William J.
Harris, Martha D.
Hyte, Charles T.
Jefferson, Mrs. Mary Anne
Lammers, Louise K.
McAlister, Mr. Terrie
Madden, Joseph S.
Myer, Emma
Osborn, O. C.
Rooney, Vera
Sageser, Fred M.
Teachout, Margaret
Webb, Jesse Clement

IOWA

Birukoff, Mabel
Boller, Max A.
Curran, F. B.
Curry, E. W.
Dimmitt, Beniah
Gross, Mabelle M.
Haller, Hazel
Helbig, Ida C.
Helwig, Louise
Kittrell, Charles A.
McDowell, Opal G.
Ochs, Mabel C.
Olson, Leo H.
Silloway, Margaret
Stabenfelt, Oscar F.
Zickefoose, Harold

KANSAS

Chinn, Avis
Culbertson, E. D. Y.
Funk, Lowell
Mahoney, George E.
Polson, Ida Jean
Titus, Elizabeth
Todd, Charles S.
Willis, Helen
Wilson, Mollie

KENTUCKY

Croghan, Ella T.
Harrison, Alice
Johnson, Lena O.
Moore, Frazier
Payne, James A.
Shepherd, John L.

LOUISIANA

Bovard, Pearl M.
Wildesen, Mrs. Martha

MAINE

Davis, Louise T.
Hersey, E. Mildred
Hueston, Ethel F.
Jack, William B.
Menish, Esther
Morgridge, Ralph V.
Pratt, Laura E.

MARYLAND

Lackey, Mary
Lines, Helen
Prickett, Elma
Tall, Lida Lee

MASSACHUSETTS

Allen, Mrs. Grace M.
Babcock, Mary M.
Bliss, Carrie W.
Chapman, Walter I.
Collins, Mrs. E. P.
Collins, Orvis K.
Craig, Mrs. Helen M.
Davine, Mrs. Margaret
Dixon, Anne
Falconer, Margaret A.
Hall, Walter Frothingham
Hoyt, Esther S.
Hubbard, Eleanore E.
Keith, Julia E.
O'Donnell, Katharine M.
Randall, M. Louise
Scoville, Katherine W.
Strong, Eunice E.
Thompson, Everett V.
Tillson, Leonard O.
Whipple, Guy M.
White, Katherine E.

MICHIGAN

Amick, Esther Irene
Cook, A. L.
Curtis, George H.
Greek, Alice
Griffith, Roberta A.
Groff, Mrs. Phyllis
Lee, H. D.
McConnell, Clara E.
McKinney, Rachel
Melson, Ina
Yutzey, Homer P.

MINNESOTA

Benson, Pearl M.
Gorman, Mary
Higbee, Margaret G.
Ringdahl, N. Robert

MISSISSIPPI

Murphy, Myrtle
Thames, W. I.

MISSOURI

Aydelott, Clarence R.
Boucher, Mabel
Connell, Genevieve
Conroy, Mrs. Lucinda E.
D'Amour, Sophie
Dien, Wesley F.
Eitzen, Meta
Fritz, Olivia I.
Gekeler, Carrie S.
Hanna, Hazel
Jackson, Olivette
Ladd, Mabelle
McCaslin, E. E.
Marquardt, Alvina M.
Munsil, Amelia
Robinson, Mary
Schulte, Helen
Shepherd, Emma Ladd
Williams, Helen

NEBRASKA

Alexander, Charlotte [C.]
Burnett, Edgar A.
Stringer, Caroline E.

NEW HAMPSHIRE

Bryan, Mrs. Albert H.
Chapman, Fannie Carlton

NEW JERSEY

Balcom, Arthur
Brady, William
Castner, Mary
Donohoe, Mary J.
Evans, Madelyn
Gittinger, John F.
Griffin, Marguerite
Haertter, Edward D.
Hardcastle, Corinne B.
Henry, Mary
Manning, Ella O.
McIlroy, S. H.
Sampson, Mildred
Stillwell, Roy
Woodman, Clarence L.

NEW MEXICO

Cummins, John F.
Edman, Mrs. Elizabeth B.

NEW YORK

Archibold, Frances G.
Bailey, Ethel E.
Bennett, Gertrude
Cornell, Mrs. Beatrice E.
Cowles, Mrs. C. H.
Elliott, Grace H.
Gilbert, Grace R.
Hoffman, Etta B.
Krampner, William
Lieberman, John
Linn, Sheridan
Linville, Henry R.
Long, Grace E.
Neil, Alfred D.
Newlon, Jesse H.
Redding, Elma S.
Rice, Elizabeth N.
Rose, Mary S.
Schryer, May B.
Snyder, Ray P.
Sievers, Sophie E.

NORTH CAROLINA

Mills, W. R.
Taylor, Mrs. W. E.
Upchurch, W. M.

NORTH DAKOTA

McKenna, Emmett
Rude, Cora J.

OHIO

Bennett, Sarah C.
Bramhall, Mary
Buckstaff, Ben O.
Dennis, S. C.
Dickson, Jane
Eyerly, Howard
Fisher, Charles R.
Flynn, Rhea K.
Guthrie, Mrs. Marcella
Hart, Helen A.
Hughes, Gladys N.
Laxford, Margaret E.
Mills, Glendora
Mote, Raymond S.
Sheller, Clarence

Spencer, Mary H.
Steele, C. C.
Turnepseed, Robert
Turner, Bertha L.
Wickline, William A.
Williams, Frances Louise
Woodward, Ralph P.
Wuest, Alma
Yarrington, Ida M.
Yeatman, Retta

OKLAHOMA

Frank, Anna
Rice, Gusta

OREGON

Jennings, Geneva
Martin, Elizabeth
Merrill, Birdine

PENNSYLVANIA

Dale, Ralph B.
Davidson, Martha
Davie, Ethel M.
Dreshar, John E.
Farley, Jennie M.
Frew, Nancy
Gaul, Myrtle E.
Gierse, Mrs. Olga S.
Graham, Ben G.
Hare, Margaret
Herriott, George
Jacobs, A. S.
Keim, Lewis M.
Keisen, L. Mildred
Lacy, Kate
Laughlin, Mercedes
McMaster, Dale
Mann, Esther D.
Mills, Jennie M.
Ohl, Frederick W.
Peck, Mrs. Jennie L.
Phillips, Jane F.
Pollock, Henriette S.
Prentice, Leigh W.
Prizer, Mabel E.
Reitz, Alice

Schrock, M. R.
Schuyler, Helen
Sigman, James G.
Standish, K. Alletha
Steadman, Mrs. Grace
Stewart, J. K.
Swinehart, J. L.
Thierolf, Walter R.
Van Bremen, Wilbur
Van Ormer, A. B. B.
Walker, James, Jr.
Waller, D. J., Jr.
Welsh, Mrs. Stella

RHODE ISLAND

Peck, Helen E.

SOUTH CAROLINA

Copeland, Mrs. H. A.

SOUTH DAKOTA

Cole, Maude M.
Gongoll, Ida
Guhin, M. M.
Ruble, Melitta

TENNESSEE

Bourne, Lucy

TEXAS

Estill, Harry F.
Fisher, R. B.
Hodge, Helen
Sparra, Annie

UTAH

Godbe, Libbie C.
Snyder, Ella

VERMONT

Ham, Ernest G.
Hardacre, Mrs. Margaret C.

VIRGINIA

Caldwell, Laura

WASHINGTON

Broom, Byron
Castle, Florence Marie
Johanson, Tennie
Keto, Ida
McGuire, W. E.
Minton, Mary A.
Philippi, H. C.
Reed, Truman C.
Schactler, Roy
Warren, J. S.

WEST VIRGINIA

Cover, Lois
Dodrill, W. D.
Ford, George M.
Hamrick, Mary M.
Hildreth, Ruth N.
Jackson, Ethel
Lewis, Mrs. Virginia S.
Lowry, H. D.
Strong, Ella Henson

WISCONSIN

Baker, Lewis F.
Carmichael, Lillian
Craig, Rose S.
Hendrickson, Cora
Hood, Sadie
Howe, Mrs. Mary K.
Kinney, Verna
Kline, Horton
McCormick, Lillian F.
Meyer, Inez
Oakes, Elizabeth
Oelhafen, Caryl
Pierce, Helen M.
Ryan, Catherine
Strand, Lully
Thompson, T. S.
Tyre, Miss O.
Wangerin, Mrs. Madeline H.
Wollheim, Pearl P.

WYOMING

Genetti, Bruno
Keating, Bernice

The well-attended meeting held at Boston on July 3, 1941, made the following recommendations that:

1. Either the Executive Committee or the Delegate Assembly, whichever has the authority to do so, should definitely define the necrology year. The Committee believes that this would eliminate confusion among the members as to the time to be covered by their reports and thereby aid in making them reliable.
2. The Executive Committee should itself either work out with the association of each state, territory, and the District of Columbia a definite plan for collecting the necrology data or delegate authority to the Necrology Committee to work out such a plan.

COMMITTEE ON RESOLUTIONS ¹

Officers of the Committee are: M. J. Clarke, Richmond, Ky., *chairman*; Cecile Dacey, Detroit, Mich., *vicechairman*; and Martin Wilson, White Plains, N. Y.

It is the function of the Resolutions Committee to make recommendations to the Representative Assembly on questions which are "national in scope and educational in nature." This report is presented in printed form

¹ Adopted by Representative Assembly, July 1, 1942.

on Wednesday of the annual convention and is voted on at the Thursday morning meeting. It consists of two parts—the platform and the resolutions. The general policies which have been the subject of resolutions in previous years have been gathered together into the platform. Issues which are of more than usual current interest are the subject of resolutions. The platform is kept up to date by revisions embodying ideas which have been accepted in resolutions.

The Committee is composed of one representative from each state appointed by the state delegation at the time of the annual summer meeting. Each representative is expected to keep the Committee informed regarding the educational thinking within his state and the resolutions passed by his state association. States can secure greater influence by continuing able representatives on the Committee for several successive years.

The resolutions are as follows:

1. *Education and the war*—The National Education Association believes that it is the duty of the schools, as it is of all agencies, institutions, groups, and individuals, to make an all-out effort to win the war. The Association condemns both unwarranted optimism and demoralizing pessimism. It urges the schools to stress the obligation to sacrifice self in order to preserve our freedom and national existence.

The Association commends the adjustment of school programs to meet war needs. It urges increased emphasis upon mastery of the fundamentals and of such subjects and skills as are needed for the effective prosecution of the war.

2. *Preservation of freedoms*—The National Education Association recommends that the values for which our country is fighting be held constantly before our students, our citizens, and the oppressed peoples of the world, so that in the peace which follows we may preserve those precious social, moral, and spiritual freedoms which our forefathers won for us and for which every American is ready to give his life.

3. *Financing public education*—The National Education Association reaffirms its position that an adequate program of public education depends upon a combination of national, state, and local support to equalize educational opportunity in the several states and local units. To accomplish this objective the Association recommends that the federal government appropriate aid in proportion to need when state and local maximum effort to finance education proves inadequate to maintain such minimum program. The Association recommends that federal aid now being granted to education and any subsequent aid be administered thru regularly constituted state and local supervisory units.

4. *Cooperative agencies*—The National Education Association recommends the extension of the joint conferences between its Commission on Defense of Democracy thru Education and representatives of labor, industry, agriculture, and other civic groups, and further appreciates the resolutions recently adopted by the National Association of Manufacturers

favoring adequate financial support for education and advocating educational priority along with other essential public services.

5. *Equal rights*—The National Education Association advocates, as a logical extension of the principles of democracy, that men and women shall have equal legal status thruout the United States and every place subject to its jurisdiction.

6. *Professional needs*—The National Education Association urges the promotion and the protection of sound retirement systems for all educators.

The National Education Association commends school authorities for their efforts to make salary adjustments necessary to meet increased cost of living and urges the extension of this policy in order to retain capable teachers and to maintain a high level of efficiency in the public schools of the nation.

The National Education Association reiterates its opposition to any lowering of standards of certification. In order to meet the rapidly increasing teacher shortage, the Association advocates the establishment of an emergency teacher placement service by the U. S. Employment Service to be operated in accordance with professional standards and in cooperation with representatives of the teaching profession.

7. *Education of youth in wartime*—The National Education Association endorses the policy of the War and Navy Departments in urging youth to continue in school in order to equip themselves to be of greater service to their country. The Association urges teachers to realize their greater responsibility, as a contribution to the war effort, to provide adequate instruction for youth.

8. *Appreciation*—The National Education Association expresses sincere appreciation to all groups, organizations, and individuals of the city and county of Denver and the state of Colorado for their friendly hospitality and thoughtful courtesies which have contributed so largely to the success of its eightieth annual convention. The Association is especially indebted to the radio broadcasting companies and to the press for their sympathetic cooperation and assistance.

Platform of the National Education Association

The National Education Association believes that education is the inalienable right of every American; that it is essential to our society for the promotion and preservation of democratic ideals. Therefore, the Association declares its convictions and challenges its members to leadership in attaining the objectives of this covenant.

I. The Child

Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, social, and physical health, and in the attitudes, knowledge, habits, and skills that are essential for individual happiness and effective citizenship in a democracy. As means to this end, the Association advocates:

A. Enriched curriculums that prepare the child for his cultural, vocational, recreational, social, and civic responsibilities, and that take into account the interests, needs, and abilities of individuals.

B. Socially desirable environment that will give a background of more fertile experience. The radio and motion pictures are of such momentous force in the life of the child that every effort should be exerted toward the continuous improvement of motion pictures and radio programs.

C. Appropriate instruction in health which will help the child to understand the scientific basis of health and to develop health habits. This will include scientific instruction regarding the effects of alcohol and narcotics upon the human body and upon society.

D. Health services that will strengthen the effectiveness of individuals as citizens. The school should fight the evils of malnutrition, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru coordinated efforts of local, state, and federal agencies for the children who are in need.

E. Amendment of the Constitution of the United States to provide for the prohibition of child labor.

F. The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy demand that students be informed concerning controversial issues.

G. Systematic programs of vocational and educational guidance, vocational placement, and follow-up, in charge of competent persons especially equipped for the work.

H. Recreational programs that lead toward constructive use of leisure time.

II. The Teacher

Teachers, regardless of position or title, are professional workers in a common cause and, as such, have certain responsibilities and rights. The interests of the child and of the profession require:

A. Teachers of sound character and good health, with high civic ideals, who have been effectively prepared for the service which they are to perform. Their education should be rich in cultural, professional, and subjectmatter content, and adapted to the demands of actual service.

B. Teachers who have the professional attitude in regard to self-improvement.

1. Those in service should be students of professional problems, seeking in every way to develop better educational practices.
2. Teachers should observe the principles of conduct set forth in the Code of Ethics adopted by the National Education Association.
3. Teachers should have membership in local, state, and national education associations.

C. Teachers who are protected in their Constitutional rights of freedom of speech, press, and assembly. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress.

1. The teacher's conduct should be subject only to such controls as those to which other responsible citizens are subjected.
2. Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community.
3. Teachers should have the right of protection from intimidation thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authorities.

4. Teachers should have the right to organize and to support organizations that they consider to be in their own and in the public interest. Likewise, they should have the right to participation in determining school policies and school management.

D. Teachers who are protected by salaries adequate to attract and hold in the service men and women of marked ability and thoro training.

E. Teachers who are protected, in case of disability or old age, by means of sound retirement systems and, in case of financial emergency, by credit unions.

F. Teachers who are protected from discharge for political, religious, personal, or other unjust reasons by effective tenure laws.

III. The Adult

The adult furnishes to society leadership and vision; therefore, it is essential that he be trained in the fundamentals of education, be made responsive to the demands upon him as a citizen, and be enabled to give guidance to youth. The Association advocates concerted local, state, and national efforts to attain these ends thru:

A. Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, improves or retrains for greater efficiency, and emphasizes the responsibilities of social life.

1. The existence of illiteracy in the United States presents an insistent challenge to laymen and teachers.
2. The minimum requirements for naturalization should include the ability to read and to write the English language understandingly; a general knowledge of local, state, and national government; the desire to exercise the right of suffrage; and evidence of mental and economic competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

B. Recreational programs that will give training in the use of leisure-time activities.

IV. Organization

A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

A. The national government should study, stimulate, and support education in the interest of a high type of citizenship.

1. The federal government should disseminate information on problems of education.
2. A Department of Education with a Secretary in the President's Cabinet should be established.

B. The state government should organize and direct education within the state.

1. The state department of education in each state should:
 - a. Thru experimentation and leadership, stimulate local communities to provide adequate programs of education.
 - b. Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation.
 - c. Certify as to the adequacy of local programs of education in meeting state standards.
2. Each state should provide for a system of free schools, beginning with the nursery school and extending thru the university, with a full school

day, a full school year, and class enrolment not to exceed thirty, with special attention to groups of exceptional children, and with provision for adult education.

- a. Schools for children in rural communities should be recognized as essential and integral parts of the public-school system.
- b. Exceptional children, whether gifted or handicapped, should receive instruction, guidance, and special care in accordance with their respective needs.
- c. Every state should provide a complete program of vocational education for youths and adults.
 - (1) Classes should be organized and maintained as integral parts of local school systems.
 - (2) Part-time and evening classes should be provided when necessary.

3. Every state should provide for the training of teachers and should establish standards of qualification.

C. The local district should organize and administer its school system in conformity with the standards set by the state.

1. Local, district, and state boards of control should be chosen on a non-partisan basis, selected at large from the areas that the board is to serve. Terms of office should be such that a majority of the board will not come into office at any one time.
2. The local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership for administration and supervision.
3. Lay boards should be guided by the recommendations of professional educators.
4. School budgets should be prepared by the school superintendent and his staff and approved by the board of education.
5. The selection and promotion of teachers should be on a professional basis.
 - a. Teachers of equivalent training and experience should receive equal pay, regardless of sex or grade taught.
 - b. Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

V. Finance

Combined liberal support from national, state, and local sources is necessary to provide a complete program of adequate educational opportunities in all sections of the various states. In order to make this program possible with maximum effectiveness the Association advocates:

A. A coordination of the taxing policies of national, state, and local units of government.

B. The federal government should give financial assistance to the states and territories for the support of education.

1. Federal funds should be provided with the understanding that the expenditure of such funds and the shaping of educational policies shall be matters of state and local control.
2. Special federal funds should be made available without federal dictation to prevent the interruption of education in areas devastated by widespread disasters.
3. Until Congress establishes a Department of Education, funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.

C. Each state should provide for the support from public funds of a complete system of free schools.

D. Each unit of government should be free from measures designed to place a constitutional limit on taxation within the various states.

E. Boards of education should have financial autonomy in order to fulfil their responsibilities.

F. Research in public finance should discover and disseminate facts concerning the best sources for revenues and their efficient expenditure.

G. A continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools and regarding the principles of taxation should be carried on within the various states.

VI. Public Relations

Education should prepare each generation to meet the social, economic, and political problems of an ever changing world. All activities of the school should contribute to the habits and attitudes that manifest themselves in integrity in private and public life, law observance, and intelligent participation in civic affairs and world citizenship. To establish thru education closer relationship of people, the Association advocates:

A. Continuous programs to interpret to the community the aims, practices, and achievements of the schools.

B. National movements among parents and teachers to safeguard the welfare of children and to bring the school, the home, and the community into closer cooperation.

C. World education associations that will encourage systematic interchange of professional knowledge, visits, and conferences.

D. Teaching children the truth about war, its costs in human life and ideals and in material wealth; the values of peace; and the need of international cooperation by such means as courts of arbitration.

E. The teaching of history in such a manner that, while at all times presenting accurate statements of fact, it will emphasize the virtues and achievements of all nations and increase international goodwill.

II. Standing Committees

THIS TYPE OF COMMITTEE carries on a continuous program of study, interpretation, and action. Each committee has a nationwide advisory group representing all the states. The active work is directed by a core committee of five members. It is customary each year for the president of the Association not to reappoint more than four members of the core committee.

COMMITTEE ON ACADEMIC FREEDOM ¹

The members of the Core Committee are: William S. Taylor, Lexington, Ky., *chairman*; William H. Kilpatrick, New York City; Carl M. Lowe, Seattle, Wash.; Julia A. Spooner, Portland, Oreg.; and Vera Strong, Houston, Texas.

The articles on academic freedom that were prepared in 1940-41 by Professors Pittenger, Sisson, and Bode were so well received that the Committee decided to sponsor another series of articles for the current year.

¹ Adopted by Representative Assembly, June 30, 1942.

The Committee has sponsored, therefore, three additional articles this year, one on "The War and Academic Freedom" by Boyd H. Bode, another on "Freedom of Teaching (and Some Duties of Teaching) in Wartime America" by William C. Bagley, and a third on "Academic Freedom and What It Has Meant to Me" by William H. Kilpatrick. The first two of these articles were made available to the state school journals and have had a wide circulation among the teachers of America. Mr. Kilpatrick's article was published in the April issue of the *NEA Journal*.

In addition, the Core Committee has maintained a helpful working relationship with the advisory committees in the several states. A number of cases of violation of academic freedom have been reported to the Committee and many of these have been investigated.

The Committee recommends that:

1. Members of the Committee for 1942-43 should be appointed by September 1, 1942.
2. The present Committee should continue to serve until the new Committee has been appointed.
3. Members of the Committee should be appointed for three-year terms in order to give continuity to the Committee's work. In order to provide for overlapping of terms, it is recommended that the terms of two members of the Committee expire in 1943, two in 1944, and the term of the fifth in 1945.
4. The appropriations of the Committee should be increased sufficiently to (a) make possible a full meeting of the Committee each year; and (b) permit the Committee to investigate every case of infringement on academic freedom reported.

COMMITTEE ON INTERNATIONAL RELATIONS¹

The members of the Core Committee are: Ben M. Cherrington, Denver, Colo., *chairman*; Mrs. Rachel Evans Anderson, St. Albans, Long Island, New York City; Kenneth Holland, Washington, D. C.; Mrs. May Hall James, New Haven, Conn.; and Annie C. Woodward, Somerville, Mass.

Thru advisory members in every state the Committee has served the Association by encouraging Latin American activities in local school systems and state departments of education, such as planning courses, exhibits, concerts, and training institutes; the distribution of the bibliography *Latin American Backgrounds*, the newsletter *Among Us*, and other pertinent material. Advisory members also have sent to headquarters news notes and suggestions which have been passed on to the Association's members thru appropriate publications. The Committee has cooperated with the Office of Education in its establishment of demonstration centers across the country concerned with stimulating Latin American studies in the schools, the development of materials, and improvement of teaching methods.

With the aid of an outside grant of funds, the Committee, with the assistance of the staff of the Research Division, revised and published the excellent bibliography for teachers, *Latin American Backgrounds*. Twenty-five thousand copies have been distributed. With a second subvention the Committee enlarged the newsletter *Among Us* and distributed 47,000 copies of each of five issues during 1941-42. This newsletter is distributed to class-

¹ Adopted by Representative Assembly, July 1, 1942.

room teachers and administrators thruout the nation. It is proving to be an exceptional service.

Under the chairmanship of Kenneth Holland, a booth was established at the San Francisco meeting of the American Association of School Administrators where materials for teaching Latin American subjects were exhibited. In the booth, advisory counsel was provided to teachers in this field. A similar service is being arranged for the NEA convention in Denver.

The Committee renews its recommendation that its core and advisory members be appointed for a period of more than one year to give continuity to the Committee's work.

COMMITTEE ON NEW VOTER PREPARATION AND RECOGNITION ¹

The members of the Core Committee are: Hugh S. Bonar, Manitowoc, Wis., *chairman*; Lucile Batdorf, Berkeley, Calif.; Doak S. Campbell, Tallahassee, Fla.; Frank W. Cyr, Washington, D. C.; and D. A. Van Buskirk, Hastings, Mich.

Our idea of government which admits all citizens into the scheme of things is receiving a most extraordinary challenge. The survival of our idea of government by the people will depend in large measure upon the use we make of our voting privileges.

There will be another contest for our people when the war is ended. The young voters of today and tomorrow must win that contest. To help guarantee the favorable outcome of that contest has been the objective of the Committee.

Despite the many wartime duties, teachers and other interested citizens have organized new voter programs in many states. Legislation has been recommended that would bring the program under the supervision of the state department of education. State education associations have been cooperating thru state committees. *The American Citizens Handbook* has been revised and a new edition published. The Personal Growth Leaflet No. 100, describing the new voter movement, has been revised and reprinted. The second nationwide radio broadcast was arranged for New Voter Recognition Day, May 17.

Because of the relation of the new voter program to the preservation of our form of government the Committee recommends that:

1. The Association should appropriate adequate funds to provide for a meeting of the Core Committee members in the fall to study the present status of the movement and to carefully plan the next steps in its advancement.
2. One of the advisory committee members in each state should be designated state coordinator.
3. A manual containing suggested procedures and typical programs should be prepared annually.
4. The Committee should continue to work thru state education associations to secure legislation in each state to place this program under the direction of the state department of education.

¹ Adopted by Representative Assembly, June 30, 1942.

COMMITTEE ON TENURE¹

The members of the Core Committee are: Frances Jelinek, Milwaukee, Wis., *chairman*; Robert C. Keenan, Chicago, Ill.; J. Constance Kingan, Royal Oak, Mich.; Arthur K. Loomis, Shaker Heights, Ohio; and Mary Elizabeth O'Connor, Taunton, Mass.

The work has consisted in contacting the advisory committee members, in conducting investigations, in writing, in speaking, and in sending out materials and suggestions on request.

It was the plan of the Core Committee to give the members of the advisory committee a more definite opportunity for participation. Each was requested to report cases in his area and to send in a statement of his tenure activities for the year. Notice was given of both the midwinter and the summer Committee meetings.

Investigations have been made in person and by correspondence. Active cases came from seventeen different states, the largest number from states having new tenure laws, the interpretation of which must be established.

In cooperation with the NEA Research Division the Committee has issued its annual summary entitled *Court Decisions on Teacher Tenure Reported in 1941*. It is expected that by the summer meeting the Committee will be able to print *The Status of Teacher Tenure*, a critical summary of tenure legislation. Other studies have been planned.

The work of the Committee is strenuous in periods of peace and more so in wartime. Attempts have been made to circumvent tenure laws, to violate contract provisions, and to restrict teachers' rights thru local board rulings. To meet these continuous attacks the Committee needs the support and cooperation of local and state associations.

Two of the important recommendations are that:

1. The Committee continue to investigate, at its discretion, cases of unjust treatment of members of the profession and to make such reports as the Committee deems necessary.
2. Appropriation be made for the year 1942-43 of \$10,000 for the use of the Committee when and as needed to carry out the tenure program of the Association.

New problems growing out of the present emergency are (a) the retraining of married women teachers who are being called back into service; and (b) the relation of teacher shortage to tenure.

III. Special Committees

THESE COMMITTEES are organized to study specific problems. They are appointed for a definite period of time, not exceeding three years. All special committees include advisory members from each state. The general planning is done by a core committee of five. The life of each special committee is determined by the Executive Committee, and the president appoints the committee for that term.

¹ Adopted by Representative Assembly, July 2, 1942.

COMMITTEE ON THE CELEBRATION OF THE 75TH ANNIVERSARY OF THE OFFICE OF EDUCATION

Members of the Core Committee are: W. Carson Ryan, Chapel Hill, N. C., *chairman*; P. P. Claxton, Clarksville, Tenn.; Prudence Cutright, Minneapolis, Minn.; B. C. B. Tighe, Fargo, N. Dak.; and Caroline S. Woodruff, Castleton, Vt.

Plans for an adequate celebration of the 75th anniversary of the U. S. Office of Education were worked out by the Committee in November with the cooperation of the staffs of the National Education Association and the federal Office. These plans were necessarily modified considerably after America entered the war. Nevertheless, parts of the program were retained. Considerable space was given in the March *Journal* to the past and present activities of the Office of Education; the chairman of the Committee continued work on a history of the Office as requested by the Commissioner of Education; and the Association distributed an attractive folder, "The U. S. Office of Education: Its Wartime Services," which was especially prepared for the anniversary.

Part of the program as planned can still be carried forward with profit, it is believed. In particular, it is recommended that:

1. Additional material should be prepared for the use of state educational journals.
2. Regional and state educational associations should be encouraged and assisted in placing on their programs for the fall of 1942 suitable addresses on the history and work of the U. S. Office of Education.

In the preparation of this material and planning for the state meetings special emphasis should be given to the importance of education in a time of national emergency and "the imperative need of aggressive professional organizations, in cooperation with enlightened laymen and legislators, to establish and maintain the necessary resources for education on a state and national scale."

COMMITTEE ON COOPERATIVES ¹

The members of the Core Committee are: Harold F. Clark, New York City, *chairman*; R. O. Bostrom, Bismarck, N. Dak.; R. S. Ihlenfeldt, Madison, Wis.; Herbert G. Lull, Emporia, Kans.; and Edna Tobias, Hardin, Mont.

During the year 1941-42 the work of the Committee on Cooperatives has centered around a study of the teaching about cooperatives in the schools. Each state advisory committee was asked to prepare a short report on the status of the teaching of cooperatives in that state.

Thirteen of the state summaries have been finished and provide a most valuable addition to our knowledge of the teaching about cooperatives. Mimeographed copies are available in limited quantity.

The Committee recommends that:

¹ Adopted by Representative Assembly, July 1, 1942.

1. Some way should be found to get greater continuity in the work of the Committee from year to year.
2. Special attention should be given to the ways in which cooperatives can increase the level of welfare of the ordinary consumer in time of war.
3. Sooner or later a study should be started to determine the place of the cooperatives in the new world that must follow the end of the war.

COMMITTEE ON CREDIT UNIONS ¹

The members of the Core Committee are: Leslie A. Pinkney, Kansas City, Mo., *chairman*; G. G. Gudmundson, Roselle Park, N. J.; Marie R. Howard, Providence, R. I.; James E. Moran, Waterbury, Conn.; and Linnie B. Wilson, Tulsa, Okla.

In connection with the 1941 summer convention of the NEA held at Boston, there was a sectional meeting for those interested in teacher credit unions. This meeting was well attended by teachers from various parts of the country. A keen interest was shown in the problems of organization and operation of credit unions. Also, a booth was maintained as a part of the NEA teacher welfare service center. Many conferences were held with interested teachers, and a considerable amount of credit union literature was distributed.

There is now available Personal Growth Leaflet No. 138 entitled "The Teachers Credit Union." This is a concise, effective statement of the case for credit unions among teachers. This leaflet is worthy of a wide distribution. R. F. Bergengren, managing director of the Credit Union National Association and author of several books on credit unions, prepared the material.

With the cooperation of the NEA Business Office, a display advertisement about teacher credit unions was printed in the December issue of the *Journal*. This is an effective way of presenting the credit union to the membership of the NEA.

The Committee recommends that:

1. On the basis of experience at the Boston convention the Association should hold credit union meetings and exhibits at future conventions.
2. Efforts to organize credit unions should continue with increased vigor. With 650 teacher credit unions now in operation with about 100,000 members, our job is only about 10 percent completed. After the war there will be a greater demand than ever for credit union service. Now is the time to organize.

COMMITTEE ON EQUAL OPPORTUNITY ²

The members of the Core Committee are: R. L. Hunt, Silver City, N. Mex., *chairman*; Mrs. Eloise Bingham, Springfield, Ill.; Helen Bradley, Cincinnati, Ohio; Mrs. Emery Lively, New Orleans, La.; and Harold Templeman, Cedar Rapids, Iowa.

During the year 1941-42 the Committee has continued its work of the past few years in working with state committees on equal opportunity or

¹ Adopted by Representative Assembly, July 1, 1942.

² Adopted by Representative Assembly, July 1, 1942.

other committees that are doing this type of work in the various states. Short articles have been distributed to state journals on different phases of work now being done. The Committee made a summary (a) of the arguments presented for and against the proposals to bring about a more equitable legal status of women, and (b) of the interstate barriers for teachers. These summaries are in mimeographed form for distribution. An informal meeting was held at the San Francisco convention in February, at which time reports were submitted from about twenty states.

Much effective work in securing equal opportunity for teachers is being done in several states. One of the most active state equal opportunity committees this past year is that of Arkansas. This committee made four studies, namely, (a) racial inequalities; (b) rural-urban certificate and salary differentiations; (c) inequalities in salaries of white classroom teachers; and (d) teacher-training requirements. Another state, New Mexico, has removed the interstate barrier for out-of-state teachers to the extent of permitting the required hours in a state institution to be earned by correspondence.

The Committee recommends that:

1. The present work of getting the facts on the legal status of women proposals before the teachers and laymen be continued in order that a more intelligent decision as to legal recommendations may be reached.
2. The Committee continue its work with those states having interstate barriers to teachers.
3. The Committee continue its work with the various state committees in efforts to remove other inequalities.

COMMITTEE ON TAX EDUCATION AND SCHOOL FINANCE ¹

The members of the Core Committee are: J. R. Mahoney, Salt Lake City, Utah, *chairman*; LeRoy A. King, Indiana, Pa.; Abraham Lefkowitz, Brooklyn, N. Y.; Harold J. Sand, Minneapolis, Minn.; and Robert H. Wyatt, Indianapolis, Ind.

The chief aims of the Committee for the year 1941-42 have been a clear-cut formulation of the fundamental problems of school finance and the needs of tax education in the United States together with the development of a program of effective cooperative action on these problems by the national Association and the state and local associations. As the first step in this process the Committee has sponsored and carried out three regional conferences. The first was a conference of the eleven Western states held in May 1941 at Salt Lake City; the second was held at Nashville, Tennessee, December 12 and 13, 1941, for the sixteen Southern states; and the third was held at Chicago on April 3 and 4, 1942, for the twelve surrounding states. The National Commission for the Defense of Democracy thru Education was co-sponsor of the Nashville and Chicago conferences. In all cases these conferences have been very well attended.

¹ Adopted by Representative Assembly, July 1, 1942.

Every state in the area was well represented in the last two conferences. The response and general attitude of the participants have been of a very high order.

In cooperation with the NEA Research Division the Committee has issued a number of mimeographed releases on pending federal tax and finance legislation. These materials have been of special value to state education leaders.

As a result of these conferences the Committee is ready to submit the following propositions:

1. There is a real need for a great increase in efforts to improve local and state financial systems, and much of this emphasis must be on the improvement of the property tax as a source of school revenue. The fundamental importance of this tax makes it necessary to do everything possible to rehabilitate it and make it as sound as it can be made thru scientific assessment and sound administrative practices.

2. There is a fundamental need for a great increase in the consolidation of school districts in most of the states. Neither the financial, the administrative, nor the equalization of opportunity phases of education in America can be solved on a basis of the numerous small local districts existing in most parts of the country.

3. Great emphasis must be placed upon an increase in the amount and the proper distribution of state funds for equalization purposes.

4. As a capstone to this arch, federal aid to education must be secured and synchronized with these programs to help equalize educational opportunity among the states and within the states.

5. The Committee must also call attention to the crisis impending in school finance because of needs of war finance of the federal government.

6. To function effectively in this field there must be a vigorous, intelligently directed, and adequately financed program of cooperative action by the National Education Association and the state and local associations. Anything short of this would be a clear neglect of professional duties.

COMMITTEE ON TEACHER PREPARATION AND CERTIFICATION¹

The members of the Core Committee are: Jean Armour MacKay, Highland Park, Mich., *chairman*; R. E. Jagers, Frankfort, Ky.; W. E. Peik, Minneapolis, Minn.; George Skewes, Mayville, N. Dak.; and M. Margaret Stroh, Washington, D. C.

It was recognized that many of the areas assigned to the Committee had immediate or even emergency angles which should be dealt with in cooperation with the National Commission for the Defense of Democracy thru Education. Other problems would involve prolonged study in cooperation with teachers colleges and schools of education.

To exert some influence upon procedures for meeting the present shortage of teachers, the Committee decided to send letters to state departments of education and certain agencies. It was felt that the shortage could be eased (a) by urging teachers colleges to shorten the period of attendance of students who are nearing the end of their preparation, (b) by

¹ Adopted by Representative Assembly, June 30, 1942.

elimination of restrictions upon the employment of married women teachers, and (c) by urging qualified teachers who have left the profession to return for the duration of the present emergency. The responses indicated that the letters had been timely and in many instances helpful.

The long-time problems selected for special study were as follows: general policies in teacher education; selection of persons for teaching; general education of teachers; graduate work for teachers; practice teaching and internships; recruitment; certification; and professional problems courses. Members of the Core Committee have been at work in several of these areas.

The Committee has had valuable contacts with the Commission on Teacher Education of the American Council on Education, the Michigan Cooperative Teacher Education Study, the North Central Association of Colleges and Secondary Schools, and the members of the National Committee on Education and Defense.

It has kept always in mind the recommendations of the 1940-41 Committee, particularly as to maintaining "an evolving national concept of teacher preparation" and as to continuing study of supply and demand and teacher accounting.

Finally, it presents these recommendations that:

1. The "Platform of Principles for Teacher Education" as presented to the Boston convention should be reviewed by the Committee in 1942-43 for the purpose of incorporating specific statements on the necessity of including in teacher-education programs experiences that will build understanding and appreciation of the significant functions of associations, local, state, and national.

2. The Committee should seek closer collaboration with the National Committee on Education and Defense, the Commission on Teacher Education, the North Central Association and other accrediting agencies, the American Association of Teachers Colleges, and similar groups with the purpose of directing all efforts to improve teacher education thru one broad channel.

3. The studies now under way should be continued.

NATIONAL COMMITTEE ON EDUCATION AND DEFENSE ¹

The National Education Association and the American Council on Education jointly organized this Committee in August 1940. It is made up of sixty of the leading national organizations in education. Its work is directed by an Executive Committee consisting of George F. Zook, Washington, D. C., and Willard E. Givens, Washington, D. C., *co-chairmen*; F. L. Bishop, Pittsburgh, Pa.; Isaiah Bowman, Baltimore, Md.; Morse A. Cartwright, New York City; Francis S. Chase, Richmond, Va.; L. H. Dennis, Washington, D. C.; Clarence A. Dykstra, Madison, Wis.; Paul E. Elicker, Washington, D. C.; Meta Glass, Sweet Briar, Va.; Alonzo G. Grace, Hartford, Conn.; Charles W. Hunt, Oneonta, N. Y.; George Johnson, Washington, D. C.; Mordecai W. Johnson, Washington,

¹ Adopted by Representative Assembly, June 30, 1942.

D. C.; Frederick L. Redefer, New York City; Guy E. Snavely, New York City; and T. O. Walton, College Station, Texas.

This Committee seeks to make the work of education effective in relation to the war. The Executive Committee has been aided by an Interim Committee of seven, the members of which all live in Washington and can, therefore, meet on short notice. The Executive Committee follows the policy of having standing committees study problems and make recommendations.

The following standing committees are working effectively: Military Affairs, Harry W. Chase, *chairman*; Teaching Materials, the late Ben G. Graham, *chairman*; Vocational Training, Alonzo G. Grace, *chairman*; College Women and the War, Meta Glass, *chairman*; Pre-Induction Training, N. L. Engelhardt, *chairman*; Inter-American Educational Activities, Luther Gulick, *chairman*; War Stamps and Bonds, Paul E. Elicker, *chairman*.

This Committee will continue to be on the alert in maintaining and carrying forward the best possible relationships between education and our war effort. Suggestions are welcomed and your cooperation is solicited in helping education to do everything possible in working for victory and planning for peace.

IV. Joint Committees

THE JOINT COMMITTEE is one form of cooperation between the National Education Association and other organizations with mutual interests in specific projects. Each organization appoints a total of three to five persons, usually a new member each year. Joint committees elect their own chairmen.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LEGION¹

The members of the Committee are: (a) for the National Education Association—Charles F. Dienst, Lincoln, Nebr., *chairman*; Fred D. Cram, Cedar Falls, Iowa; R. B. Huxtable, Los Angeles, Calif.; Glenn W. Todd, Lewiston, Idaho; and T. C. Williams, Alexandria, Va. (resigned); (b) for the American Legion—C. Richard Allen, Camden, N. J.; Frank Estabrook, Nampa, Idaho; Frank T. Sullivan, Lawrence, Kans.; and J. J. Twomey, Lawrence, Mass.

During 1941-42 this Committee carried on unceasingly for the First All-American Legionnaire Schoolmaster Directory. Departmental lists now in hand include the names of more than three thousand veterans of World War I in the teaching profession, or about one-fifth of the potential enrolment in this classification thruout the nation.

The purpose of these lists is to facilitate the development of local and departmental organizations of veterans for liaison between the schools and the Legion in behalf of common objectives of citizenship. Legionnaire

¹ Adopted by Representative Assembly, July 1, 1942.

Schoolmasters share with comrades the deep concern for patriotism that characterizes men who have borne arms in defense of country. These same Legionnaire Schoolmasters share with fellow workers the devotion to the welfare of youth that has always characterized teachers thruout American history. Accordingly, it is a pleasure to report a growing response of veterans to this significant call to service in the present period of war emergency.

Attainment of the full measure of cooperation between representatives of the schools and representatives of the Legion, in behalf of common objectives of citizenship calls for persistent recruitment of veterans in the teaching profession and continuous organization of personnel for constructive service in the field. Experience in programs such as American Education Week, oratorical contests, scholarship, junior baseball, and many other activities that have proved their value to youth in the past twenty years gives abundant assurance of beneficial cooperation in the basic program of public education in the future. The members of the teaching profession as well as the members of the American Legion are pledged to the fulfilment of these sacred obligations for American citizenship.

In view of these considerations the Committee recommends:

1. Continuation of a Joint Committee to coordinate the efforts of national officials of the American Legion and the National Education Association and to determine procedures of operation.

2. Appointment to the NEA staff of an individual who can give full time to the organization of Legionnaire Schoolmasters groups, to the preparation of school materials on patriotism, and in other ways to assist the program of the Joint Committee.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION ¹

The members of the Committee are: (a) for the National Education Association—Edith A. Lathrop, Washington, D. C., *chairman*; Mary E. Carleton, Minneapolis, Minn.; Mildred English, Milledgeville, Ga.; B. Lamar Johnson, Columbia, Mo.; S. M. Stouffer, Wilmington, Del.; (b) for the American Library Association—Helen M. Clark, Lansing, Mich., *vicechairman*; Margaret Cleaveland, Cleveland, Ohio; Charles W. Dickinson, Jr., Richmond, Va.; Helen E. Farr, Madison, Wis.; and Louis M. Nourse, Kansas City, Mo.

The chief accomplishments of the Committee during 1941-42 are the publication of articles and news notes in educational and library journals relating to the Committee's research study of last year, *Schools and Public Libraries Working Together in School Library Service*; *Children's Books of 1940-41*, NEA Personal Growth Leaflet No. 226, prepared by the Library and Textbook Section of the Los Angeles, California, city schools and published for this Committee in time for Book Week, 1941; the section meeting on "Library Service," planned by S. M. Stouffer, at the

¹ Adopted by Representative Assembly, July 1, 1942.

San Francisco meeting of the American Association of School Administrators; personal advisory service at conventions of the American Association of School Administrators and the National Education Association, San Francisco and Denver respectively; and cooperation with the ALA Wartime Committee on Information and Education.

The following recommendations are offered:

1. Preparation by NEA Research Division of salary and status study of school librarians.
2. Consideration of a list of books selected by children to be published as one of the NEA Personal Growth Leaflets.
3. Appropriation of \$200 from each Association for use of the Committee in 1942-43.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION¹

The members of the Committee are: (a) for the National Education Association—Charles C. Wilson, New York City, *chairman*; Anne Schley Duggan, Denton, Texas; N. P. Neilson, Washington, D. C.; Fannie B. Shaw, Jacksonville, Fla.; and George D. Stoddard, Iowa City, Iowa; (b) for the American Medical Association—W. W. Bauer, Chicago, Ill.; Arthur J. Chesley, St. Paul, Minn.; Charles G. Giddings, Jr., Atlanta, Ga.; George M. Lyon, Huntington, W. Va.; and Thurman B. Rice, Indianapolis, Ind.

For several years the Committee has sponsored symposiums on school health problems at meetings of the American Medical Association and of the American Association of School Administrators. The most recent symposium was that held in San Francisco on February 25, 1942, with the cooperation of the NEA Department of Health, Physical Education, and Recreation, the NEA Department of Home Economics, and the NEA Department of Science Instruction. Practical procedures for improving health guidance and health education were discussed with particular attention to nutrition and to coordination of the work of teachers, school medical advisers, and school nurses.

Recent statements of the Committee relating to the "Educational and Health Aspects of School Lunches" and "Sanitary Requirements for School Lunches" were published in the official journals of the National Education Association, the American Medical Association, the Department of Health, Physical Education, and Recreation, and in *Hygeia*. There has been considerable demand for reprints of these statements.

At its meeting in New Orleans in April 1942, the Committee made plans for the preparation of statements on the following topics: (a) school programs for health and physical fitness in wartime, (b) school programs for identifying and helping the hard of hearing, (c) health aspects of long school sessions, (d) emotional health of children in wartime, and (e) prevention and control of ringworm of the feet.

¹ Adopted by Representative Assembly, July 1, 1942.

The Committee's report *Health Education*, published in revised form in 1941, has met with widespread approval and is filling a need of teachers and students for authentic information on health and health education.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN TEACHERS ASSOCIATION ¹

Members of the Committee are: (a) for the National Education Association—S. L. Smith, Nashville, Tenn., *chairman*; P. H. Easom, Jackson, Miss.; N. C. Newbold, Raleigh, N. C.; Garnet C. Wilkinson, Washington, D. C.; and Fannie C. Williams, New Orleans, La.; (b) for the American Teachers Association—Mrs. Eva Batey, Atlantic City, N. J.; John H. Brodhead, Philadelphia, Pa.; Ambrose Caliver, Washington, D. C.; H. Councill Trenholm, Montgomery, Ala.; and Mary L. Williams, Charleston, W. Va.

The Committee has not had a meeting this year, but the four subcommittees that have been active are: (a) Moving Picture Project; (b) Treatment of the Negro in Textbooks; (c) Radio Project, to encourage a wider use of Negro talent in broadcasting; and (d) National Defense, to work with other committees and officials in encouraging fair and adequate treatment and use of Negroes in all phases of service in war and peace.

The summary of the activities of this Committee from its creation in 1926 to April 1942 has been prepared by the NEA Research Division and has been mimeographed in brief pamphlet form for distribution. This summary gives the highlights of the efforts and accomplishments of the Committee over a period of fifteen years.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS ²

The members of the Committee are: (a) for the National Education Association—Agnes Samuelson, Des Moines, Iowa, *chairman*; Lorine Barnes, Birmingham, Ala.; and Ralph Irons, Evansville, Ind.; (b) for the National Congress of Parents and Teachers—Mrs. W. A. Hastings, Madison, Wis.; Mrs. William Kletzer, Portland, Oreg.; and Mrs. James K. Lytle, Los Angeles, Calif.

Both organizations have gone into action to strengthen the program in each of the six directions recommended by the Joint Committee of 1940-41. These recommendations related to making home and school cooperate more effectively, providing for the exchange of materials, arranging for speakers for community meetings, organizing lists of available films showing good school programs, preparing interesting articles on the work of the schools for widely circulated periodicals, and com-

¹ Adopted by Representative Assembly, June 30, 1942.

² Adopted by Representative Assembly, July 1, 1942.

mending speakers who present the story of the American schools in its true light.

The present crisis and its implications for education were considered. The following areas related to the war effort were outlined: curriculum changes, community activities, exhilaration of program, morale, qualified personnel, federal aid, adult education, leadership, and interpretation.

Seven proposals for implementing this program were adopted. They include provisions for putting the joint program into effect: providing time on convention programs of both organizations, continuing to carry out the six recommendations of the 1941 report, requesting film service for interpretation, arranging campaigns to follow up the summer roundup and American Education Week, providing kits of materials for NCPT school education chairmen in the states, and requesting both organizations to join in publishing a leaflet on the subject of joint action.

V. Commissions and Councils

THE NATIONAL EDUCATION ASSOCIATION has created certain special deliberative bodies known either as councils or as commissions. These groups usually operate in large areas of professional interest under the general supervision of the Executive Committee.

COMMISSION ON EDUCATION AND RESOURCES¹

The members of the Commission are: (a) for the Progressive Education Association—Paul R. Hanna, Stanford University, Calif., *chairman*; C. L. Cushman, Washington, D. C.; Lewis Mumford, Brooklyn, N. Y.; and Frederick Redefar, New York City; (b) for the National Education Association—Willard E. Givens, Washington, D. C.; Howard Odum, Chapel Hill, N. C.; Ruth West, Spokane, Wash.; and Ray Lyman Wilbur, Stanford University, Calif.; (c) joint appointees—Harold Hand, College Park, Md., and J. W. Studebaker, Washington, D. C.

The Commission is sponsored jointly by the National Education Association and the Progressive Education Association.

The purposes of this Commission are twofold: (a) arousing the education profession to the problem of conserving our natural and our human resources and planning for their better utilization; and (b) demonstrating to the resources experts and to the planners that the schools and colleges can and should carry an important role in developing public understanding of resource planning.

During 1941-42 the Commission has been without funds. The major activity has been carried on thru the chairman who has been serving as consultant to the National Resources Planning Board. Thru this connection the Commission has been able to bring to the planning groups the need to utilize schools and colleges in planning and conservation education work.

The Commission on Education and Resources recommends that the

¹ Adopted by Representative Assembly, June 30, 1942.

National Education Association and the Progressive Education Association shall continue the membership of the Joint Commission primarily for the purpose of having an organization ready to take hold of and promote any promising development in the area of conservation and planning education.

COMMISSION ON PROFESSIONAL ETHICS ¹

The members of the Commission are: J. Murray Lee, Pullman, Wash., *chairman*; Pearl A. Briggs, Buffalo, N. Y.; R. A. Ganoung, Tucson, Ariz.; Kathora Remy, San Antonio, Texas; and Virgil M. Rogers, River Forest, Ill.

The Commission was appointed in the fall of 1941 following the action of the Association at its June 1941 meeting authorizing creation of the Commission. It has made a study of the number of states having codes of ethics, commissions on professional ethics, and problems which have arisen in the various states in the field of professional ethics.

It plans to circularize all the journals of the state teachers associations, encouraging them to publish local articles in their journals on the problems of ethics or to utilize one prepared by the Commission.

It also plans to prepare a suggested unit dealing with professional ethics which will be submitted to colleges and universities for incorporation in their teacher-training program.

The Committee is encouraging each state association to establish a commission on professional ethics or to designate an existing committee to assume the responsibilities of such a commission.

EDUCATIONAL POLICIES COMMISSION ²

The Steering Committee for 1941-42 includes: Alexander J. Stoddard, Philadelphia, Pa., *chairman*; J. B. Edmonson, Ann Arbor, Mich.; Willard E. Givens, Washington, D. C.; Sherwood D. Shankland, Washington, D. C.; and George D. Strayer, New York City.

During the year June 1, 1941, to May 31, 1942, the Educational Policies Commission has issued the following statements of educational policy: *The Civilian Conservation Corps, the National Youth Administration, and the Public Schools*, October 1941; *Education and the Morale of a Free People*, November 1941; and *A War Policy for American Schools*, February 1942.

The Commission has endeavored to promote the study and use of its report, *The Education of Free Men in American Democracy*, which was issued in May 1941. In November, the Oregon Committee for Implementing the Teaching of Democracy published *Calling the Youth of the Nation*, a pamphlet based on the report for use in Oregon high schools. The Commission cooperated in preparing the pamphlet and has distributed it to many other schools thruout the country. In March 1942 the Commission published *Free Men*, a pageant based on *The Education of Free Men in*

¹ Adopted by Representative Assembly, June 30, 1942.

² Adopted by Representative Assembly, July 1, 1942.

American Democracy. The pageant was prepared by the Music Educators National Conference and was presented at its biennial convention at Milwaukee, Wisconsin, in April 1942.

The Commission has also devoted much time to plans for a long-term project, "Planning the Education of All American Youth," which will be carried on thruout the coming year.

LEGISLATIVE COMMISSION¹

The members of the Core Committee are: H. M. Ivy, Meridian, Miss., *chairman*; Ben G. Graham (deceased), Pittsburgh, Pa.; Lloyd W. King, Jefferson City, Mo.; Hilda Maehling, Terre Haute, Ind.; Ona C. Raines, Tulsa, Okla.; Milton B. Taylor, Salt Lake City, Utah; and Jere A. Wells, Atlanta, Ga.

The chief concern of the Commission in 1941-42 has been the campaign for federal aid for education. Two bills have been sponsored, S. 1313 Amended and H. R. 2761. The first of these bills would provide \$300,000,000 for apportionment to the states on an equalization basis to enable them to lessen inequalities of educational opportunities. The second bill would provide an appropriation of \$15,000,000 to the Office of Education for apportionment to the states to provide thru the regular public schools educational facilities for persons seventeen years old and over who do not have a fourth-grade education. The Commission, with the assistance of the NEA headquarters staff, has encouraged and assisted the state education associations to organize state, congressional district, and local committees to build up public and congressional support for the pending bills. The Commission, with the assistance of the NEA Research Division, has issued a handbook, *Federal Aid for Education—Now*, and a planographed folder, *Education, a National Problem*, for the use of state and local leaders in carrying on the federal aid campaign. The Commission has also issued a four-page folder of the same title for wide public distribution.

The Commission recommends that:

1. The federal aid campaign should be conducted thru strong state and local organization, popular support now being the greatest need for a successful campaign.
2. The NEA Representative Assembly and Executive Committee should provide the personnel and financial support adequate to the conducting of a vigorous and active campaign to secure the enactment of the pending bills.

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THRU EDUCATION²

By action of the Delegate Assembly at its Boston meeting in 1941 this Commission was instituted and the Executive Committee was authorized to appoint seven members of the Core Committee for terms of three years. On

¹ Adopted by Representative Assembly, July 1, 1942.

² Adopted by Representative Assembly, July 2, 1942.

Thursday, July 3, 1941, the Executive Committee made the following appointments to the Commission: Alonzo F. Myers, New York City (elected *chairman* on August 16, 1941); Mrs. Mary D. Barnes, Elizabeth, N. J. (elected *vicechairman* on August 16, 1941); Kate Frank, Muskogee, Okla.; Frank P. Graham, Chapel Hill, N. C.; Frederick Houk Law, Brooklyn, N. Y.; Ernest O. Melby, Missoula, Mont.; and Orville C. Pratt, Spokane, Wash. Ex officio members of the Commission are Mrs. Myrtle Hooper Dahl, NEA president; Willard E. Givens, executive secretary; and Joseph H. Saunders, chairman of the Board of Trustees. At a meeting held in Washington on August 16 the Commission was organized and an executive secretary was appointed. On September 15 a Commission office was opened in the NEA headquarters building. In addition to its Core Committee the Commission now has forty-four members appointed by the states and territories.

The following brief items indicate some of the activities of the Commission during the past year: (a) a number of individuals and organizations whose activities were injurious to education were investigated; (b) the Commission has secured a better understanding and support of education from a number of important national lay organizations; (c) a study of teacher shortage and its consequences was widely circulated; (d) the Commission initiated a national movement for increased teacher salaries; (e) every effort has been made during the year to secure the effective organization of state defense committees and to render assistance to them when organized; (f) the Commission assisted in planning important school campaigns in Omaha, Nebraska, and Kenosha, Wisconsin; (g) an active campaign was conducted against organizations seeking to reduce school and other nonwar expenditures; (h) the Commission has carried on an active campaign for the passage by Congress of an amendment to the Hatch Act to remove certain unnecessary political restrictions from teachers; (i) a confidential Defense Bulletin has been issued from time to time for the purpose of furthering the Commission program; (j) regional conferences have been conducted jointly with the NEA Committee on Tax Education and School Finance; and (k) a series of regional meetings are being held jointly with the National Association of Manufacturers for the purpose of securing better understanding and support of education.

Plans of the Defense Commission for the school year 1942-43 are briefly summarized as follows:

1. Because of the increasing threats to educational efficiency, the work of the Commission must be expanded rapidly.
2. Efforts will be made to stimulate local and state association action, in cooperation with the Commission, to secure public support for education.
3. It is planned to send information concerning the needs and problems of education to a selected list of influential laymen.
4. It is planned to stress the dangers of child labor and juvenile delinquency during the war period.
5. Efforts will be made to secure better unity of attitude and action inside the teaching profession.

6. Plans are under way to secure increased and more effective participation in the defense of education from teachers and local teacher organizations.

7. The Commission will continue its efforts to protect education from unjust criticism and attack and to prevent the reduction of school financial support.

The Commission wishes to emphasize the immediate necessity of procuring a better understanding and support of education from the American public. It is of the utmost importance to our country that our schools and colleges be maintained at the highest possible level of efficiency during the war period. There is grave and immediate danger of unwise retrenchments, lowering of school standards, and overcrowding of classes.

NATIONAL COUNCIL OF EDUCATION¹

The members of the Executive Committee are: L. A. Pechstein, Cincinnati, Ohio, *president*; Edgar G. Doudna, Madison, Wis., *vicepresident*; H. V. Holloway, Dover, Del.; Mrs. Edith B. Joynes, Norfolk, Va.; Margaret Kiely, Flushing, N. Y.; and A. L. Threlkeld, Montclair, N. J.

The annual organization of membership of the Council was completed. Appointments were made to the elected membership group, the NEA departmental representations, and the state education association representations.

After two formal presentations, discussion of the topic "Education—The Main Safeguard of Freedom in a Democracy" was completed. Formal vote of membership upon this topic will be secured at an early date. The Boston discussion was under the direction of Guy M. Wilson, Boston University, and the leader for the San Francisco meeting was Dean William F. Russell, Teachers College, Columbia University.

The annual report to the Council on "Educational Progress during the Past Year" was made by Carter V. Good, University of Cincinnati. This appears in published form in *School and Society*.

The Committee on Educational Recommendations made its annual report at San Francisco. Committee members are: Frank N. Freeman, *chairman*; William G. Carr, W. W. Charters, George S. Counts, Newton Edwards, Carter V. Good, Ben G. Graham (deceased), C. H. Judd, Paul R. Mort, F. W. Reeves, John W. Sexson, Frank W. Thomas, and Goodwin B. Watson. The report will be published shortly.

The National Council has produced, thru an elaborate program published and widely distributed before each debating meeting, materials proving in great demand to college professors in courses such as curriculum building, administration, and philosophy of education.

Reports of the meetings of the National Council of Education are published regularly in *School and Society*.

¹ Adopted by Representative Assembly, June 30, 1942.

NATIONAL COUNCIL ON TEACHER RETIREMENT¹

The members of the Executive Committee are: P. C. Rogers, Baton Rouge, La., *chairman*; J. Y. Shambach, Harrisburg, Pa., *vicechairman*; Daisy Brown, St. Paul, Minn.; L. D. Burrus, Olympia, Wash.; Randolph T. Congdon, Albany, N. Y.; Carl Loining, Duluth, Minn.; and Jennie Roch, New Orleans, La.

The proceedings of the eighteenth annual meeting of the Council, held in Atlantic City, February 24 and 25, 1941, were published in May 1941. Copies were sent to all retirement systems in the country, state and local, and on request copies were also sent to a number of libraries, to municipal organizations, and to insurance companies. The Publications Committee, thru the NEA Research Division, issued the publication *Statutory Analysis of Retirement Provisions for Teachers and Other School Employees*, bringing up to date the 1939 report. Copies of this study have been sent to retirement systems and are available at the NEA offices, Washington, D. C.

The Executive Committee of the Council met in Washington, November 22, 1941, to discuss a program for the San Francisco meeting in January 1942 and to consider ways and means for securing additional funds for the purpose of increasing the Council's efforts to strengthen and protect existing retirement systems and to assist teachers in states which do not have retirement systems. The Council believes that thru circulation of information to teachers, parent-teacher groups, and the public generally, the public mind may be turned more favorably toward the idea that teacher retirement, because it increases efficiency in the school, is good for the public. The Council agreed that the best way to accomplish this end is to disseminate information in regard to retirement thru additional publications. Various ways and means to obtain funds were considered. At present, the only funds at the disposal of the Council are receipts from dues amounting to approximately \$400 a year and an appropriation of \$400 from the NEA. If every state in the country had a retirement system and all systems belonged to the Council, the maximum amount of dues collectible would be only \$1200. Realizing the need for additional funds to defray costs involved in its plan for distributing publications, the following resolution was adopted by the Council at its meeting in San Francisco:

Be it resolved that the National Council request the NEA to appropriate an amount of \$5,000 to be used for publishing and disseminating information on teacher retirement.

The need for retirement laws covering teachers in states that do not have such laws is urgent. The policy of the Council is to assist, if possible, teachers in such states to secure some protection and at the same time to guard existing retirement funds, and to that end the following resolution was unanimously adopted at the San Francisco meeting:

Be it resolved by the National Council on Teacher Retirement of the NEA that this Council recommends the judicious extension of professional security and of sound state and local retirement systems. It opposes the extension of federal social security legislation to include employees of school systems unless established and approved state and local systems are continued and protected.

¹ Adopted by Representative Assembly, July 1, 1942.

THE TWENTY-SECOND REPRESENTATIVE ASSEMBLY

List of Official Delegates

Number Registered—1292

Following is the list of official delegates who attended the eightieth annual convention of the National Education Association in Denver on June 28 thru July 2, 1942. The classification of positions includes: (a) teachers; (b) principals and assistant principals; (c) city and county superintendents, assistant superintendents; (d) state superintendents and assistants; (e) directors and supervisors; (f) state education association staff members; (g) college and normal school administrators; (h) librarians; (i) editors; and (j) ex officio members.

ALABAMA

Banks, L. Frazer, State NEA Director (Superintendent), Birmingham; Alabama Education Association
Brown, Paul Roy (County Superintendent), Jasper; Walker County Teachers Association
Clark, Christie (Teacher), 1124 S. 20th St., Birmingham; Birmingham Teachers Association
Culver, H. R. (Teacher), 609 Grand Ave. North, Fort Payne; DeKalb County Teachers Association
Gray, M. P. (Teacher), 3121 Overton Dr., Birmingham; Birmingham Teachers Association
Greer, H. G. (County Superintendent), Monroeville; Alabama Education Association
Grove, Frank L. (Secretary), 21 Adams Ave., Montgomery; Alabama Education Association
Kilgore, George (Principal), Dora High School, Dora; Walker County Teachers Association
Locke, Mrs. Miriam A. (County Supervisor), Jasper; Walker County Teachers Association
Nichols, Luna (Supervisor), Monroe County Schools, Monroeville; Alabama Education Association
Waldrop, A. I. (Principal), Gorgas; Alabama Education Association
Waldrop, Mrs. A. I. (Teacher), Gorgas; Walker County Teachers Association
Ward, J. M. (Principal), 2904 S. 18th St., Birmingham; Alabama Education Association
Williams, J. D. (Principal), 5708 6th Ave. S., Birmingham; Birmingham Teachers Association

ARIZONA

Adams, Ruth (Teacher), North Phoenix High School, North Phoenix; Salt River Valley Classroom Teachers Association
Brosam, Emma L. (Teacher), Box 216, Jerome; Arizona Education Association
Churchill, Bessie B. (Teacher), 318 N. 3d Ave., Phoenix; Arizona Education Association
Ganoung, R. A. (Teacher), 2333 East 6th St., Tucson; Tucson Education Association
Hannelly, Robert J. (Teacher), Phoenix Junior College, Phoenix; Salt River Valley Classroom Teachers Association
Hawthorne, Marjorie (Teacher), 119 N. Montezuma, Prescott; Prescott Education Association
Hendrix, A. W. (Principal), Prescott High School, Prescott; Arizona Education Association
Kirby, Wesley D. (Superintendent), Coolidge; Arizona Education Association
Montgomery, Winona (Teacher), North Phoenix High School, North Phoenix; Salt River Valley Classroom Teachers Association
Riggs, Edwon L. (Principal), Dysart School, Peoria; Arizona Education Association
Smith, Harold W., State NEA Director (Superintendent), Glendale; Arizona Education Association
Snyder, Lois (Teacher), 1121 North First St., Phoenix; Salt River Valley Classroom Teachers Association
Soule, Howard M. (Principal), 4208 Longview Ave., Phoenix; Arizona Education Association

Sundquist, Ada (Principal), Whittier School, Phoenix; Phoenix Teachers Mutual Benefit Association

Vail, Alice L. (Teacher), High School, Tucson; Tucson Education Association

ARKANSAS

Floyd, G. C. (Director of School Finance), State Department of Education, Little Rock; Arkansas Education Association
Hall, Mrs. Helen (Teacher), 7 Lombardy Lane, Little Rock; Little Rock Classroom Teachers Association
Hall, W. F., State NEA Director (Supervisor), Department of Education, Little Rock; Arkansas Education Association
Hayes, Maude (Teacher), 1901 Broadway, Little Rock; Arkansas Education Association
Keyes, Alma (Supervisor), State Department of Education, Little Rock; Arkansas Education Association
Womack, J. P. (Teacher), 1117 Madison St., Jonesboro; Arkansas Education Association

CALIFORNIA

Allen, Ella Vollstedt (Teacher), 5116 Crenshaw Blvd., Los Angeles; Los Angeles High School Teachers Association
Avery, Marion (Teacher), 1402 Campus Dr., Berkeley; Oakland Teachers Association
Bailey, Lela F. (Teacher), P. O. Box 163, Eagle Rock; Los Angeles Elementary Teachers Club
Balch, Henrietta (Teacher), 1744 9th Ave., Oakland; Oakland Teachers Association
Bartlett, Ruth M. (Teacher), 4129 Fifth Ave., Los Angeles; Los Angeles High School Teachers Association
Benz, Clarence (Teacher), 952 Sunnyhills Rd., Oakland; Oakland Teachers Association
Berlin, H. A. (Teacher), 312 G St., Oxnard; Department of Classroom Teachers of the California Teachers Association, Southern Section
Beyer, Louise (Teacher), Hotel Durant, Berkeley; California Teachers Association
Black, Bess N. (Teacher), 3435 Winslow Dr., Los Angeles; California Teachers Association
Bloch, Louis M. (Teacher), 2206 W. 75th St., Los Angeles; Los Angeles High School Teachers Association
Bonwell, Amanda B. (Teacher), 244 Redondo Blvd., Long Beach; Los Angeles Elementary Teachers Club
Bowen, Wayne F. (Teacher), 403 S. Tamarind St., Compton; Department of Classroom Teachers of the California Teachers Association, Southern Section
Bowman, Leonard L. (Viceprincipal), Santa Barbara High School, Santa Barbara; California Teachers Association
Boyd, Ethel E. M. (Teacher), 100 N. 18th St., San Jose; Santa Clara County Teachers Association
Boyd, Louise (Teacher), 1531 E. 3rd St., Long Beach; California Teachers Association
Bricker, Mrs. Matilda (Teacher), 464 Arroyo Ave., San Leandro; Oakland Teachers Association

- Briggs, Clarence R. (Teacher), 981 S. Gramercy Dr., Los Angeles; Los Angeles High School Teachers Association
- Briggs, Grace M. (Retired Teacher), 981 S. Gramercy Dr., Los Angeles; Department of Classroom Teachers of the California Teachers Association, Southern Section
- Brown, Kenneth R. (Teacher), 1604 San Pablo, Fresno; Fresno City Council of Education
- Browne, George E. (Principal), Harding School, Santa Barbara; Santa Barbara City Teachers Club
- Campbell, Christie P. (Teacher), 205 Chestnut Ave., Long Beach; Long Beach City Teachers Club
- Capri, M. Jack (Teacher), 559 North St., Oakland; Oakland Teachers Association
- Case, Winifred (Teacher), 1501 Madison St., Oakland; Oakland Teachers Association
- Charles, Blanche (Teacher), 924 Rockwood Ave., Calexico; Department of Classroom Teachers of the California Teachers Association, Southern Section
- Christiansen, E. B. (Principal), Round Valley Union High, Covelo; California Teachers Association
- Cloud, A. J. (Teacher), 2775 Union St., San Francisco; San Francisco Teachers Association
- Cloud, Edna W. (Teacher), 2775 Union St., San Francisco; Department of Classroom Teachers of the California Teachers Association, Bay Section
- Cole, Beryl (Assistant Secretary, State Department of Education), State Library and Courts Bldg., Sacramento; California Teachers Association
- Coleman, Marian (Teacher), 2745 Hillegass Ave., Berkeley; Berkeley Teachers Association
- Conley, David J. (Teacher), Box 54, Strathmore; Department of Classroom Teachers of the California Teachers Association, Central Section
- Cooke, Beatrix F. (Teacher), 600 N. St. Andrew's Pl., Los Angeles; Los Angeles Classroom Teachers Federation
- Cooney, Agnes C. (Teacher), 406 S. Van Ness, Los Angeles; Los Angeles Elementary Teachers Club
- Corey, Arthur F. (Executive Secretary, Southern Section), 408 S. Spring St., Los Angeles; California Teachers Association
- Corpstein, Susie A. (Teacher), 90 Westwood Dr., San Francisco; San Francisco Teachers Association
- Corson, Elizabeth (Teacher), Box 326, Ceres; Stanislaus County Teachers Association
- Coulson, Edwin R. (Teacher), 433 17th St., Santa Monica; Santa Monica Classroom Teachers Association
- Davis, Ethel (Teacher), 2190 Bay St., San Francisco; California Teachers Association
- Delmue, Virginia R. (Teacher), 1411 W. 38th Pl., Los Angeles; Los Angeles Elementary Teachers Club
- Dickison, Mary Ellen (Teacher), 1631 Buckingham Rd., Los Angeles; Los Angeles High School Teachers Association
- Dodds, Ruth (Teacher), 1614 26th St., Sacramento; Sacramento City Teachers Association
- Doig, Jessie (Teacher), 446 Hudson St., Oakland; Oakland Teachers Association
- Dutcher, Agnes W. (Teacher), 265 L St., Livermore; California Teachers Association
- Dysart, Dora I. (Teacher), 202 Embassy Auditorium Bldg., Los Angeles; Los Angeles Elementary Teachers Club
- Edmiston, Mrs. Eleanor F. (Teacher), 2928 33d St., San Diego; San Diego Teachers Association
- Evans, Bernard (Teacher), Analay Union High School, Sebastopol; California Teachers Association
- Fahey, Nell (Teacher), 1800 N. El Cerrito Pl., Hollywood; Los Angeles Elementary Teachers Club
- Fallon, Minnie L. (Teacher), 4628 E. Talmadge, San Diego; San Diego Teachers Association
- Farley, Melvin (Principal), Grass Valley; California Teachers Association
- Ferguson, R. C. (Principal), Orestimba Union High School, Newman; Stanislaus County Teachers Association
- Finger, Clyde (Principal), 5927 McAndrew Dr., Oakland; Oakland Teachers Association
- Finger, Jane (Retired Teacher), 5927 McAndrew Dr., Oakland; Alameda County Educational Association
- Fischer, Leitha G. (Teacher), Clark Hotel, Los Angeles; Los Angeles Elementary Teachers Club
- Fisher, Elizabeth (Teacher), 339 St. Joseph Ave., Long Beach; Long Beach City Teachers Club
- Foote, Amy Rachael (Teacher), 1323 Indiana Ave., South Pasadena; South Pasadena Education Association
- Fotheringham, Frances (Teacher), Box 597, Orland; Department of Classroom Teachers of the California Teachers Association, Northern Section
- Frazier, Constance Irma (Teacher), 893 55th St., Oakland; Oakland Teachers Association
- Griffith, John H. (Teacher), 301 Embassy Auditorium Bldg., Los Angeles; Los Angeles Affiliated Teachers Organizations
- Harrison, J. Hilda (Teacher), 1531 E. Third St., Long Beach; Los Angeles Elementary Teachers Club
- Hart, H. Herschel (Teacher), 4214 Greenbrier Rd., Long Beach; Long Beach City Teachers Club
- Harvie, Gertrude R. (Teacher), 2218 N St., Sacramento; Sacramento City Teachers Association
- Haynor, E. Nancy (Teacher), 1007 N. Laurel Ave., Hollywood; California Teachers Association
- Hawkins, Vera (Teacher), 4134 Stephens St., San Diego; San Diego Teachers Association
- Henry, Robert (Principal), Summerville High School, Tuolumne; California Teachers Association
- Hill, Mrs. Edna (Teacher), Box 3333, Brentwood; California Teachers Association
- Hobson, Mrs. Helen (Teacher), 2316 11th Ave., Oakland; Oakland Teachers Association
- Hodges, J. Allen (Teacher), 5076 Hawley Blvd., San Diego; San Diego Teachers Association
- Hoffmire, Clara (Teacher), 64 Santa Clara Ave., Oakland; Berkeley Teachers Association
- Hollister, Mildred L. (Teacher), 14718½ Victory Blvd., Van Nuys; Los Angeles Elementary Teachers Club
- Holt, Helen (Teacher), 1543-B Santa Clara Ave., Alameda; Department of Classroom Teachers of the California Teachers Association, Bay Section
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 Lewis, Virginia (Teacher), Shelbyville; Kentucky Education Association
 Liddell, Mrs. Lamah O. (Teacher), Mt. Sterling; Central Kentucky Education Association
 Mathis, C. W. (Principal), Grays Knob; Kentucky Education Association
 Mothershead, Mary (Teacher), Earlington; Kentucky Education Association
 Roaden, O. G. (Principal), Alva; Kentucky Education Association
 Snapp, C. V. (Superintendent), Jenkins; Kentucky Education Association
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 Couvillion, Curry L. (Teacher), Washington; Louisiana Teachers Association
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 Ferguson, L. W. (Principal), Haynesville; Louisiana Teachers Association
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